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ABSTRACT

This document reports on the 1991 Planning Meeting on Asian/Pacific Joint Production (AJP) Program of Materials for Neo-Literates in Rural Areas, the purpose of which was to discuss Asian Cultural Center for Unesco (ACCU) literacy programs to be carried out under regional cooperation. Opening addresses focused on the success of the cooperative effort and suggested points for improvement of AJP. Other reports addressed the Asia-Pacific Program of Education for All (APPEAL), ACCU regional literacy activities, and presentation of three newly produced AJP materials. Modifications are suggested to draft AJP materials. Revisions to the "Guidebook for Development and Production of Materials for Neo-Literates" are discussed. Training of personnel in the field of literacy material development by way of regional and national workshops was planned. The 10-page report is followed by these appendices: UNESCO Report; ACCU Report; Country Report--Bangladesh, Indonesia, Nepal, Pakistan, Philippines; 1991 AJP draft materials; draft plan of the Ninth Regional Workshop and Seventh Sending of Mobile Team; outline for revision of the guidebook; draft prospectus of the Third ACCU Prizes for Fully Illustrated Literacy Followup Materials; and prospectus of the Dissemination Scheme of National Versions of AJP Materials. Also appended are the meeting schedule, participant list, meeting agenda, general information, and two opening addresses. (YLB)

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ED 367 802

Report

1991 Planning Meeting on

Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas

Tokyo, 4-5 March 1991

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Final Report

Final Report

1. Introduction

The 1991 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP) was organized by the Asian Cultural Centre for Unesco (ACCU) based in Tokyo, Japan, with support from the Unesco Principal Regional Office for Asia and the Pacific (PROAP) and the Japanese National Commission for Unesco.

The Meeting was held at the Meeting Room, Japan Publishers Building, Tokyo from 4-5 March 1991. A total of five participants from five countries and a representative from Unesco PROAP attended the meeting.

List of Participants is given in the Appendix.

2. Purpose of the Meeting

The purpose of the Meeting was to discuss ACCU literacy programmes to be carried out under regional co-operation, such as adoption of new AJP prototype materials for neo-literates in rural areas in Asia and the Pacific, revision of "Guidebook for Development and Production of Materials for Neo-Literates" and planning for training of personnel in the field of literacy material development by way of Regional and National Workshops, thereby contributing to the APPEAL (Asian-Pacific Programme of Education for All) carried out by Unesco PROAP.

3. Opening of the Meeting

The Meeting formally opened with the welcome address by Mr. Tadashi Inumaru, Director-General of ACCU. He stated that with positive co-operation of the experts in the participating countries and with strong support from Unesco PROAP, ACCU has developed 42 kinds of prototype materials for neo-literates. He expressed deep appreciation, in advance, for the hard work of participants in adopting a set of new draft materials in new formats including audio-visual materials, discussing publication of the revised edition of "Guidebook for Development and Production of Materials for New-Literates," and also discussing development of basic materials for illiterates.

Mr. T.M. Sakya, Education Advisor, Unesco PROAP in Bangkok conveyed congratulations, for the excellent achievement of ACCU on the occasion of the 10th Anniversary of AJP and 20th Anniversary of ACCU. AJP has greatly contributed to the APPEAL Programme, particularly towards the eradication of illiteracy.

He suggested four necessary points for the improvement of AJP: (1) understanding of the overall needs of literacy and post-literacy materials for effective production of materials by ACCU and other agencies, (2) close relationship between AJP and ATLP (APPEAL Training Materials for Literacy Personnel) programmes for the successs of material production and teacher training, (3) systematic use of different types of neo-literate materials, and (4) country representatives' concrete suggestions for a successful literacy programme.

Full texts of opening addresses are found in the Annex.

4. Officer of the Meeting

The participants unanimously elected Dr. W.P. Napitupulu as Chairperson. The meeting unanimously adopted the agenda and schedule, which are given in the Appendix.

5. Presentation of Reports

a) Unesco Report

Mr. Sakya reported on the Asia-Pacific Programme of Education for All (APPEAL): Progress during 1987-1990 and Strategy for 1991 and after. He started with the general background and objectives of APPEAL, and proceeded to explain its work. Moreover, he outlined the actions taken towards the three goals of APPEAL: Eradication of Illiteracy (EOI), Universalization of Primary Education (UPE), and Continuing Education for Development (CED). Elaborating on the first goal, he explained the training of literacy personnel at regional and national level utilizing ATLP. There is an emphasis on training more women as literacy instructors and teachers.

For the follow-up of the World Conference on Education for All, Unesco Headquarters has provided funds to PROAP to carry out the World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs. In stating the APPEAL Programme for 1991, he stressed that the close co-operation of Unesco should be strengthened further.

Full text of Unesco report is found in the Annex.

b) ACCU Report

Mr. Sasaoka summarized the ACCU regional literacy activities in three major fields, namely, a) development of materials for neo-literates, b) training of experts in developing materials for neo-literates and c) others such as co-production of "Guidebook" and awards, etc.

As of March 1991 a total of 40 AJP prototype materials for neo-literates on six general themes and in four formats have been jointly produced. More than 120 kinds of national versions of AJP materials have so far been produced in 16 languages of 13 countries.

Full text of ACCU report is found in the Annex.

c) Country Reports

Participants presented reports on the topics: (1) Recent situation regarding the production and utilization of national versions of AJP materials and (2) Proposed themes for future AJP materials and suggestions for further improvement of AJP programme. (See Annex.)

6. Presentation of AJP Newly Produced Materials

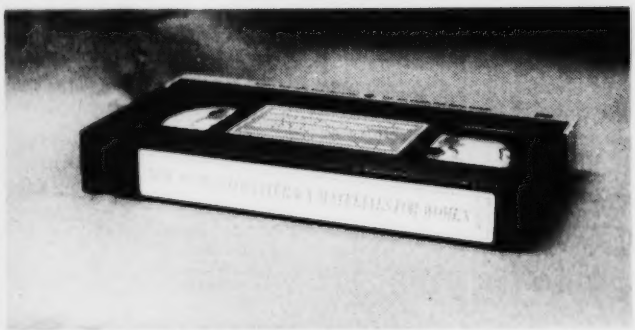
The secretariat presented the following three newly-produced AJP materials:

a) "Why Literacy for Women" (booklet)
b) "Save the Village" (puppet play, under production)
c) "How to Develop Literacy Materials for Women" (video)

They were highly appreciated by the participants.

(a) Why Literacy for Women ? (booklet)

(b) Save the Village (puppet play)



(c) How to Develop Literacy Materials for Women (video)

7. Improvements and adoption of new draft AJP Materials

The participants received 4 new draft AJP materials prepared by ACCU in a series of workshops. The participants expressed its appreciation of the materials produced. The participants however suggested the following modifications to the materials with a view to making the materials more acceptable and relevant to the target audience. (Please refer to the Annex for detail of the draft materials.)

(1) Learn to Fight Poverty (booklet)

(a) There is not enough detail in the explanation on how to raise chickens for readers to be able to increase their income.

(b) How can they buy chickens when she cannot even afford rice?

(c) The theme is too broad and the story moves too fast.

(d) If the husband is working at a construction site, it would be natural for the wife to work at the construction site rather than chicken raising.

(e) Since the booklet tries to covers many aspects, the message becomes unclear. It is beyond the understanding ability of illiterates and neo-literates.

(f) The story is passive and pessimistic. It would be better to have an example of a positive and unique success story. (There was also an opinion that the story should be kept as it is.)

2. Healthy and Happy Life (slide)

(a) There are no electric water boilers in the rural areas.

(b) The sick boy looks healthy.

(c) The children at the child care center should look younger.

(d) Microscopes are not familiar to people living in rural areas.

(e) The difference between the glass of dirty water and that of clean water is not clearly visible.

(f) It would be better to have different voices for the questioner and the answerer.

(g) The story is good, however the setting should be changed to look like a rural area.

3. Handicraft for Happier Life (video)

(a) There is not enough explanation on how to make bamboo handicrafts.

(b) The target readers should be clarified and then the content adjusted to them.

(c) How about producing videos of the same topic and content as already

produced AJP prototypes such as Grow Mushroom and Raising Chickens?

(d) As an AJP prototype, would it not be better to have guidelines on production rather than the video itself?

4. Clean Environment, Happy Living (video)

(a) The scenes should be more natural than materialistic for the video.

(b) If the video is to be disseminated widely for use as prototype, close attention should be given to producing a high quality story.

(c) The technical instruction needs more elaboration.

(d) Since it is a 15-minute programme, more information on topics such breast feeding could be included.

The group accepted the Learn to Fight Poverty booklet but suggested the revised version be pre-tested again in appropriate field situations. The other three draft materials need reconsideration and approval at the next AJP meeting.

8. Revision of "Guidebook for Development and Production of Materials for Neo-Literates"

The following comments were given on the revision:

(1) How about producing a video to support the guidebook?

(2) It is extremely good that the target audience was expanded to include illiterates as well as neo-literates.

(3) Inclusion of more structural and concise charts, graphs, illustrations, etc. would be better.

(4) The guidebook should be portable and easy to use.

(5) Since the target of literacy programmes has been extended to include illiterates, revision could take more time.

(6) The basics of ATLP should be included.

(7) How about having a workshop on the production of the guidebook?

(8) ACCU should make guidelines for the writers.

(9) The attention given to training of material producers (inc. writers, illustrators, etc.) needs to be more substantial.

After discussion on the outline for the revision of the guidebook submitted by ACCU, the decision was reached as follows:

EDITING PLAN FOR "GUIDEBOOK FOR DEVELOPMENT AND PRODUCTION OF LITERACY MATERIALS" (Revised)

Proposed writers

EDITORS

Dr. W.P. Napitupulu (Indonesia)
Mr. T.M.Sakya (Unesco PROAP)
Mr. Taichi Sasaoka (ACCU)

Section I: Rationale and Principle of Learning Materials

- Mr. T.M. Sakya (Unesco PROAP) - Coordinator of the Section
- Mr. Kaji Rafiqul Alam (Bangladesh)
- Dr. Estela Garcia (Philippines)

1. Need for Learning Materials

   a) Reinforcement of literacy skill for improving quality of life
   b) Access to new information and technology
   c) Learning to enjoy and to think critically

2. Categories of Learners and Types of Learning Materials

   Beginning level, Middle level, Self-learning level

   Motivational / Instructional / Follow-up Materials

3. Learning Needs of the Target Learners and Development Goal

   - Different methods

   - Scope and sequence of the curriculum

Section II: Development and Adaptation of Learning Materials

- ACCU

1. Development and Production of New Learning Materials

   a) Survey of Needs of Target Learners

   b) Determination of theme, contents and format of materials

   c) Development of Materials in terms of the format

      - printed book materials
      - printed non-book materials
      - games
      - audio-visual materials

   d) Pre-testing of materials

e) Production of materials

Section III: Adaptation of Existing Materials

- Mr. Chij Shrestha (Nepal) - Section Coordinator
- Mr. Sunton Sunchai (Thailand)

a) Examination and selection of existing learning materials and decision for adaptation
b) Examination of materials in terms of their suitability and relevancy
c) Revising and adjusting contents, format, language, presentation, etc.

Section IV: Distribution, Utilization and Evaluation

- Dr. Abdul Aziz Khan (Pakistan)
- Ms. Varsha Das (India) or Ms. Nishat Farooq (India)

a) different ways of distribution suited to different situations
b) orientation and training for the utilization of materials
c) evaluation of distribution and utilization

Annex

a) List of AJP materials so far produced (prototype and national versions) (photo presentation)

b) Literacy materials produced in Member States (photo presentation)

Tentative schedule

End of June	Drafts submission to ACCU by writers
	(Check by editors)
End of September	Finalization of text and illustration
End of October	Completion of revised Guidebook

9. Training Personnel

Draft plans of the following two kinds of training programmes were submitted by the secretariat and discussed:

(a) Ninth Regional Workshop on the Preparation of Literacy Follow-up Materials for Neo-Literates in Rural Areas
Islamabad, Pakistan 2-13 November 1991

(b) Seventh Sending of an International Mobile Team to the National Workshop on the Preparation of Literacy follow-up Materials
Bagio City, Philippines 5-14 August 1991

The details of these training programmes are found in the Annex.

10. Third ACCU Prize for Fully Illustrated Literacy Follow-up Materials

The secretariat presented the draft prospectus of the Third ACCU Prizes for Fully Illustrated Literacy Follow-up Materials to be held in 199-1992. The draft prospectus was, in general, approved by the Meeting. On the way of submission of the entries, it was suggested that ACCU should invite the entries through the most effective way considering function of the Unesco National Commissions in the participating countries as contact points. The draft prospectus in found in the Annex.

11. Dissemination Scheme for the National Versions of Prototype Materials produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)

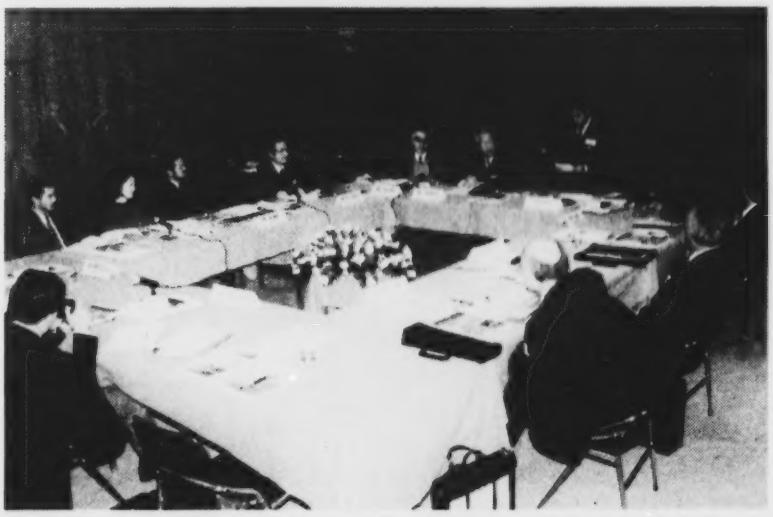
The secretariat also presented the dissemination scheme of the national versions of the AJP materials. For detail please refer to the Annex.

12. Closing

The Chairperson, Dr. W.P. Napitupulu, on behalf of the participants, expressed thanks to ACCU and Unesco PROAP for the opportunity to come together to this important meeting and for the fruitful exchange of ideas. He commended ACCU for the efficient management of the meeting and thanked the staff for their warm reception and hospitality.

Mr. Sakya, on behalf of Unesco congratulated ACCU and the participants on a successful meeting.

Mr. Sasaoka expressed the apppreciation and gratitude of ACCU to Mr. Sakya and the participants, particularly the Chairperson, for their job well done.



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1. Unesco Report

T.M. Sakya
Education Adviser
Unesco PROAP

ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL (APPEAL)

Progress During 1987-1990 and Strategy for 1991 and after

Launching of APPEAL

The Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (Bankok, 4-11 March 1985) had recommended (Recommendation No.10) to the Director-General of UNESCO to study the possibility of launching a regional programme, to eradicate illiteracy and to universalize primary education in Asia and the Pacific before the end of the century.

The Twenty-Third Session of the UNESCO General Conference (Sofia, 1985) by its Resolution 2.3 has authorized the Director-General to launch a regional programme for universal provision and renewal of primary education and eradication of illiteracy in Asia and the Pacific.

The Regional Experts Meeting held in Bangkok on 20-27 May 1986 prepared the "Asia-Pacific Programme of Education for All" (APPEAL) and the Director-General of Unesco launched "APPEAL" on 23 February 1987 from New Delhi, India.

Objectives

The main objectives of APPEAL is to eradicate illiteracy, to universalize primary education and to provide continuing education by the year 2000.

The Action Areas of APPEAL are:
- Eradication of Illiteracy (EOI)
- Universalization of Primary Education (UPE)
- Continuing Education for Development (CED)

National Co-ordination Mechanism for APPEAL

As the first step towards the implementation of APPEAL, the Member States have formed or designated National Co-ordination Mechanism for APPEAL in their countries.

So far, twenty-one Member States formed or designated National Co-ordination Mechanism for APPEAL. They are Afghanistan, Australia, Bangladesh, China, India, Indonesia, Iran, Japan, Laos, Maldives, Malaysia, New Zealand, Nepal, Pakistan, the Philippines, Papua New Guinea, Rep. of Korea, Samoa, Tonga, Thailand and Viet Num.

APPEAL Task Force

An Inter-Dicsiplinary Task Force has been established in the UNESCO/PROAP

to implement APPEAL activities and to oversee its progress. The APPEAL Unit implements UNESCO activities for APPEAL. Recently the APPEAL Task Force has been reorganized on 20 December 1990 in order to make it able to follow-up the World Conference on Education for All, held in Jomtien, 1990.

APPEAL Newsletter

An APPEAL Newsletter has been published titled: "APPEAL 2000" to publicize and disseminate information on APPEAL. Mass media has been mobilized to create fabourable public opinion for APPEAL at the national and regional levels.

A Regional Workshop of National Co-ordinators of APPEAL

After the launching of APPEAL UNESCO Principal Regional Office for Asia and the Pacific invited all the National Co-ordinators of APPEAL in Chiangmai, Thailand, on 19-20 August 1987, to devise a practical plan for implementing APPEAL at the regional and national levels. The then Director-General of UNESCO, Mr. Amadou Mathar M'Bow, addressed the Workshop on 25 August 1987.

Regional Co-ordination of APPEAL

Once in every two years the Regional Meeting for Co-ordination of APPEAL is held.

The First Meeting for Regional Co-ordination of APPEAL was held in Bangkok on 14-18 November 1988 and the Second Meeting for Regional Co-ordination of APPEAL was held in Bangkok on 23-27 October 1990. The Meetings reviewed the progress and made suggestions to improve the APPEAL Activities at the National and Regional levels.

APPEAL Manual for Planning and Management

A Sub-Regional Workshop on Planning Strategies for Literacy and Non-formal Education held in the Philippines on 3 to 10 September 1990 prepared APPEAL Manual for Planning and Management of Literacy and Continuing Education as a draft form. The manual is being revised and edited. The Manual will be revised to make it a Manual for Education for All.

Fourth Collective Consultation of NGOs on Literacy

The Fourth Collective Consultation of NGOs on Literacy was held in Bangkok, Thailand on 8-10 December 1987. This was jointly organized by Unesco, Paris, UNESCO PROAP and Ministry of Education, Thailand. The consultation was attended by 80 representatives of NGOs from different parts of the world.

Action under APPEAL

UNESCO PROAP has undertaken a series of following activities concerning three Action Areas of APPEAL namely (a) Eradication of Illiteracy, (b) Universalization of Primary Education and (c) Continuing Education for Development.

1. Eradication of Illiteracy (EOI)

1.1 Training Network for APPEAL has been formed to strengthen national

capabilities for training of literacy and post-literacy personnel and to enhance regional co-operaion for training. Training institutes from Afghanistan, Australia, Bangladesh, China, Indonesia, India, Iran, Malaysia, Mongolia, Nepal, Pakistan, Papua New Guinea, the Philippines, Republic of Korea, Samoa and Thailand have joined the Network.

1.2 Training of Literacy Personnel: Regional Level

(a) Training materials consisting of 12 volumes entitled: "APPEAL Training Materials for Literacy Personnel (ATLP)" have been developed, printed and distributed to the training institutes in the Member States.

(b) Planning meetings were held involving high level personnel responsible for national training programmes to prepare training plans for the regional and national training courses.

(c) A series of regional training workshops were organized to train trainers of trainers and supervisors from the Member States who, in turn, trained more literacy personnel at the national level:

(i) First Sub-Regional Workshop was held in Thailand (1989) to train key literacy personnel from East and South-East Asia and the Pacific countries.
(ii) Second Sub-Regional Workshop was held in India (1989) to train key literacy personnel from South Asian countries.
(iii) Third Sub-Regional Workshop was held in Indonesia (1990) to train key personnel from East and South-East Asia and Pacific countries.
(iv) Fourth Sub-Regional Workshop was held in Bangladesh (1991) to train key personnel from South Asian countries.
(v) Fifth Sub-Reginal Workshop was held in Papua New Guinea in 1991 to train literacy personnel from Pacific countries.

Two hundred and ten trainers and supervisors from developing countries such as Afghanistan, Bangladesh, Bhutan, China, Fiji, Indonesia, Iran, Laos, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Samoa, Sri Lanka, Thailand, Tonga and Viet Num recieved training in those Sub-Regional Training Courses.

UNESCO is emphasizing that more and more women trainers and teachers should be trained in the Sub-Regional and National Traianing Courses. As a result, the number of women trainees has been increasing every year. Total seventy women reveived training in the Sub-Regional Workshop.

(d) Every regional training course has a built-in evaluation process and countries also regularly evaluate their training activities.

Training of Literacy Personnel: National Level

Many countries are translating and adopting "APPEAL Training Materials for Literacy Personnel" (ATLP) to improve their training materials. So far, Bangladesh, China, Indonesia, Laos, Pakistan, Thailand and Viet Nam have translated ATLP materials and they have been using them as training materials for national training courses.

As follow-up to the Sub-Regional Training Courses many Member States have organized national training courses to train more trainers and supervisors. The countries which have conducted the national courses are Bangladesh, China, Indonesia, Laos, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Samoa, Thailand, Tonga and Viet Nam.

More than 1,000 key literacy personnel have recieved training in these national training courses.

Many Member States have revised and improved their literacy curriculum following the ATLP model and they have improved their literacy textbooks and teachers' guides.

Learning Materials Development

In order to promote and develop interesting, attractive and useful learning materials for literacy and post-literacy programmes, UNESCO/PROAP and ACCU, Japan have launched a Joint Production Programme (AJP).

Under this project more than 40 prototype learning materials in the form of posters, booklets, games and audio-visual materials have been produced by 1990.

They have been adapted and produced by the Member States in their national languages.

Regional Training Workshop

Every year UNESCO/PROAP and ACCU jointly organize one "Regional Workshop on Preparation of Literacy Follow-up Materials".

UNESCO PROAP and ACCU have organized eight Regional Workshops so far in the following countries, i.e. Japan and the Philippines (1983), Thailand (1984), Japan (1985), Indonesia (1986), India (1987), Malaysia (1988), Nepal (1989) and Thailand (1990). More than 400 personnel have been trained in those workshops.

National Training Workshop with the participation of International Mobile Team

In order to enhance national capability of the Member States to develop and produce more learning materials themselves, UNESCO/PROAP and ACCU provide assistance to the Member States to organize National Training Workshops in the Member States, ACCU provides one International Mobile Team of Expert each year.

Following countries have benefited from this scheme, Nepal (1986), Indonesia (1986), China (1987), Viet Nam (1988), Pakistan (1989), and Malaysia (1990).

More than 250 persons have been trained in those national workshops.

Continuing Education for Development (CED)

Continuing Education is one of the important Action Areas of APPEAL.

In order to develop approaches and strategies for Continuing Education UNESCO/PROAP, Australian National Commission for UNESCO and Centre for Continuing Education of the National University of Australia jointly organized a Sub-Regional Workshop on Continuing Education in Canberra, Australia on 16-20

November 1987. The Workshop suggested a number of steps to develop delivery systems, teaching methods and learning materials for Continuing Education.

UNESCO/PROAP organized a Planning Meeting in Hua Hin, Thailand on 16-23 April 1990 to develop detail plan for the development of "APPEAL Training Materials for Continuing Education Personnel" (ATLP-CE). The Planning Meeting prepared plan to develop curriculum and training materials for various types of Continuing Education programme such as:

1. Post-Literacy Programme
2. Equivalency Programme
3. Income Generating Programme
4. Quality of Life Improvement Programme
5. Individual Interest Promotion Programme
6. Future Oriented Programme

A document titled: "Continuing Education: New Policies and Direction has been prepared as policy document. There is a plan to develop ten volumes under ATLP-CE series.

After the World Conference
APPEAL and World Declaration on Education for All

APPEAL is the fore runner of the World Declaration on Education for All adopted by the World Conference on Education for All in Jomtien, Thailand on 5-9 March 1990. The aims and objectives of both of them are similar. However, the World Declaration has advocated for broader vision of Education for All addressing to the whole world. In particular it states:

- Learning begins at birth. This calls for early childhood care and initial education.
- The main delivery system for basic education of children outside the family is primary shooling.
- The basic learning needs of youth and adults are diverse and should be met through a viriety of delivery systems.
- All available instruments and channels of information, communications and social action could be used to help convey essentional knowledge and inform and educate people on social issues.

The World Conference has also adopted a Framework for Action to Meet Basic Learning Needs. The framework has suggested a number of steps to be undertaken at national, regional and global levels to implement the World Declaration.

The organizers of the World Conferece i.e. UNESCO, UNDP, UNICEF and the World Bank has prepared an Action Plan by UNESCO to follow-up on the World Conference. The Action Plan has enumerated action to be taken at national, regional and global levels by UNESCO.

UNESCO, Paris has provided US$70,000 to PROAP to help the Member States to undertake following action:

1. to establish a national body to follow-up the World Conference;
2. to organize meetings of major domestic actors and partners;
3. to define basic learning needs in the country;
4. to prepare projects and submit to external partners for funding;

5. to provide direct operational assistance whenever required.

UNESCO Headquarters has also decentralized US$47,000 for two Regional Seminar/Workshops as follows:

1. Regional Seminar/Workshop on Research on EFA.
2. Regional Seminar/Workshop on Mobilization of Partners of EFA.

UNESCO-ADB Cooperation to follow-up the World Conference

Asian Development Bank (ADB) and UNESCO have agreed to cooperate to follow-up the World Conference on Education for All in eight developing countries i.e. Afghanistan, Bangladesh, Bhutan, China, India, Nepal, Papua New Guinea and Pakistan.

APPEAL Programme for 1991

EFA in General

1. UNESCO/PROAP is preparing a status of EFA in the Member States. It has prepared data sheet for each country and a summary matrix of the region based on available data.

   It has sent a letter (1 February 1991) to the Member States requesting to send a brief report on actions taken by them to follow-up the World Conference. The dateline to submit the report is 15 May 1991. This will help to up-date baseline data to use for monitoring the progress in future.
   (Regional Programme for EFA)

2. A Planning Meeting will be held to discuss and design outlines of National Plans of Action for EFA under UNESCO/ADB Cooperation in May 1991.
   (UNESCO/ADB Cooperation)

3. APPEAL Manual for Planning and Management of EFA (with special emphasis on Literacy and Continuing Education) will be finalized and printed.
   (RP & JFT)

4. Pilot Project to promote literacy for youth and adults in rural areas will be initiated in three countries.
   (JFT)

5. A Regional Seminar on Mobilization of Partners for EFA will be held in cooperation with an NGO.
   (RP for EFA)

Eradication of Illiteracy (EOI)

Training of Literacy Personnel

1. Second Meeting of the Regional Committee of Training Network for APPEAL will be held to evaluate APPEAL Training Project and to suggest new training strategies (24-29 July 1991).
   (RP & NFT)

2. Regional Workshop for Training of Literacy Personnel will be held in China

11-27 June 1991.

(NFT)

3. Sub-Regional Workshop for Training of Literacy Personnel in East-Asian Countreis will be held in DPR Korea in August/Sept 1991 (tentative).
(NFT)

4. Member States will be provided assistance to organize National Training Workshops to train literacy personnel.
(JFT & NFT)

Development of Learning Materials

1. Planning Meeting of Joint Production of Neo-Literate Materials will be held in ACCU, Japan.
(RP & ACCU)

2. Planning Meeting for the Production of Basic Literacy Learning Materials will be held in ACCU, Japan.
(JFT)

3. Ninth Regional Workshop for the Production of Literacy Follow-up Materials will be held in Pakistan (tentative).
(RP & ACCU)

4. Member States will be provided support to develop and produce learning materials.
(JFT)

"Seekers of Knowledge" c Raja S. Khan (Pakistan)

2. ACCU Report

ACCU's Regional Cooperative Literacy Programmes in Asia and the Pacific - Literacy Materials Development and Personnel Training -

1. Introduction

The Asian Cultural Centre for Unesco (ACCU) is a non-profit-making organization for Asia and the Pacific established in 1971 in Tokyo, Japan by private sectors and full support of the Government of Japan and in co-operation with Unesco.

ACCU carries out Asian/Pacific regional co-operative programmes in the field of literacy, book development and culture in co-operation with Member States in the region and Unesco. In recent years, literacy programmes have come to the most important ones.

2. Contents of ACCU's Literacy Programmes

ACCU literacy programmes are being conducted, mainly in the following two fields, since 1980 in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the Unesco Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP).

(1) Development of materials for neo-literates

(2) Training of experts on development of materials for neo-literates

The participating countries in these programmes are as follows (16 countries):

Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Vietnam

3. Development of Materials for Neo-literates

(1) Asian/Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials (English) are produced by cooperative effort of experts of the participating countries in the region, with the contents closely related to improvement of quality of life based on the needs and problems gained through field survey in rural areas. AJP prototypes are completed through several field tests in villages in the region to make them effective with easily understandable explanation and attractive expression.

The prototypes are produced in English and distributed to the participating countries.

To date 40 kinds of prototypes have been produced.
(See the next list)

Literacy follow-up materials so far produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (1981-1990)

Category \ Format	Booklet	Poster	Game	Electric media	Total
1. Health-1 Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wipe out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village picture story-telling)	6
2. Health-2 Nutrition	- Baby's Food - Mari & the Festival - Let's Eat Vegetables -		- A Balanced Diet (rotating peigrap) - Nutrition (card game)		4
3. Production	- Grow Mushroom - Raising Chickens - Bamboo Handicraft - More Income by Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (step by step game)	- Poultry for Additional Income (slide kit)	8
4. Science	- Use of Gas from Daily Wastes - Fish Needs a Lot of Oxygen	- Do you know Numbers? - Let's Safely Use Electricity - How to Improve the Well System			5
5. Culture			- Around Asia and the Pacific (sugoroku) - Animal Sugoroku - Proverb Card Game		3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful & Simple Knowledge for Everyday Living - Why Literacy for Women	- Let's Read - The River and Us - Public Pollution inside Bus	- Building up a Happy Community (sugoroku game) - Let's Repair our Village Road (endless strip) - Good Use of Water(jigsaw) - Women Literacy(box puzzle) (video)	- Water in Everyday Life (slide kit) - Let's Form a Cooperative (cassettee drama/ radio programme) - Water in Everyday Life	14
Total	12	13	10	5	40

(2) National versions adapted from AJP prototype materials

The participating countries are expected to produce their national versions from among the AJP prototypes, giving necessary modifications to illustrations and texts, according to the needs and situations of each country.

More than 80 kinds of such national versions have so far been produced in 15 languages of following 12 countries.

Bangladesh, China, India, Indonesia, Laos, Malaysia, Maldives, Nepal, Papua New Guinea, Philippines, Thailand and Vietnam

In order to facilitate mass-production of the national versions of AJP prototypes, ACCU has been providing each participating country with a set of positive films for colour printing and the financial assistance at its request.

4. Training of Experts on Development of Materials for Neo-literates

ACCU has been carrying out the following two programmes for training of experts on development of literacy materials in the region:

- Organization of Regional Workshop on Preparation of Literacy Follow-up Materials

- Sending an International Team of Experts to the National Workshop on the Development of Literacy Follow-up Materials in the Member States

(1) Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

To date 173 experts have been trained in the Regional Workshops

1st Regional Workshop	1983	Japan and the Philippines 12 countries, 24 participants
2nd Regional Workshop	1984	Thailand 11 countries, 24 participants
3rd Regional Workshop	1985	Japan 11 countries, 18 participants
4th Regional Workshop	1986	Indonesia 7 countries, 16 participants
5th Regional Workshop	1987	India 10 countries, 18 participants
6th Regional Workshop	1988	Malaysia 13 countries, 22 participants
7th Regional Workshop	1989	Nepal 12 countries, 27 participants

8th Regional Workshop	1990	Thailand 12 countries, 24 participants
TOTAL		13 countries, 173 participants

(2) Sending an International Team of Experts of Development of Materials for Neo-Literates to the National Workshop in the Member States

To 1st National Workshop	1986	Nepal	36 participants
To 2nd National Workshop	1986	Indonesia	30 participants
To 3rd National Workshop	1987	China	34 participants
To 4th National Workshop	1988	Vietnam	25 participants
To 5th National Workshop	1989	Pakistan	33 participants
To 6th National workshop	1990	Malaysia	28 participants
		TOTAL	186 participants

5. Other programmes

(1) Co-production of the picture book "Guess What I'm Doing!" with Unesco on the occasion of the International Literacy Year

In response to a request from Unesco, ACCU, recognizing the significance of the International Literacy Year (ILY), based on its experience of Asian Co-publication Programme (ACP) and AJP, produced a picture book for children "Guess What I'm Doing!" not only for Asia and the Pacific but also for throughout the world.

This book was produced jointly by ACCU and Unesco in co-operation with Member States and 66 illustrators in all regions.

This book will contribute to encouraging school children, drop-outs from the elementary school and out of school children all over the world to have more interest in reading books.

ACCU provides in order to facilitate production of national language editions of "Guess What I'm Doing!" a set of positive films for colour printing in developing countries.

ACCU also provides financial assistance for production of national language editions in developing countries under special fund which raised from private sectors in Japan.

(So far five kinds of the national versions of the ILY picture book has been published and more than 50 kinds of the national versions are now under process of production.)

(2) Co-production of "Guidebook for Development and Production of Materials for Neo-Literates"

(Revised edition of the "Guidebook" will be written and compiled in co-operation with participating countries and Unesco PROAP in 1991.)

(3) Production of "Selection from Literacy Materials in Asia and the Pacific"

(4) Awarding of ACCU Prizes for Fully Illustrated Literacy Follow-up Materials

First - 1987, Second - 1989 (The Third ACCU Prizes will start in 1991 to be followed by the jury meeting in 1992.)

(5) Production of video cassette "How to Develop Literacy Materials for Women"

ACCU produced demonstration video cassette which shows practical theory and method of production of effective materials for neo-literates, especially for women, in co-operation with Unesco and Thai Ministry of Education. This would be helpful for specialists who engaged in producing literacy materials.

(6) Organization of Symposium on the occasion of the International Literacy Year

On the occasion of the ILY, ACCU organized the Symposium to promote and encourage Japanese public to understand literacy problems and to co-operate in literacy development in Asian countries in Tokyo on 11 March 1990. As many as 300 audience attended the Symposium.

(7) Participation in the International Conference on Literacy and Exhibition of ACCU Literacy Materials

1. World Conference on Education for All
   - Jomtien, Thailand, 5-9 March 1990
   - Presented ACCU literacy programmes
   - Exhibited AJP literacy materials
   - Organized presentation ceremony of ILY picture book "Guess What I'm Doing!"

2. International Conference on Education 42nd Session
   - Geneva, Switzerland, 3-8 September 1990
   - Presented ACCU literacy programmes
   - Exhibited AJP materials

3. General Assembly of International Board on Books for Young People
   - Wiiliamsburg, U.S.A., 2-7 September 1990
   - Presented ACCU literacy programmes and co-publication programmes
   - Exhibited AJP literacy materials and ACP books

(8) Holding 15th Photo Contest in Asia and the Pacific (1990) titled "Education for All"
(The traveling photo exhibition will start in 1991 in which the photo panels of the prize-winning works are to be presented at the request of the participating countries.)

3. Country Report

Bangladesh

Kazi Rafiqul Alam
Executive Director
Dhaka Ahsania Mission

A. Materials production programme of Dhaka Ahsania Mission for neo-literates in rural areas:

Dhaka Ahsania Mission, one of the widely known major national level NGOs in the country, was established in 1958. Since its establishment it has been providing a package of development support services including functional literacy, skill training, rural development environment protection, social forestry, cooperatives, prevention and control of drug abuse, natural disaster relief and rehabilitation activities. But since 1984, non-formal primary, literacy and adult education has became its main thrust, and through education it has been working for improvement of life situation of disadvantage group of rural and urban poor particularly women all over the country.

The Mission's non-formal functional education programme for the adults (including adolescents) is a three package programme. The first package is designed in the light of ATLP (APPEAL Training Materials for Literacy Personnel). It covers a set curriculum grid having three levels of literacy skills (the basic level, the mid level and the self-learning level) covering a period of six months (240 contact hours). These three levels of literacy skills are covered by two primers. The second package covers six months teacher guides follow-up programme. The third package covers the continuing education for 12 months but this period will not be facilitated buy the teachers.

The second package of six months follow-up programme is utilized to consolidate the literacy skills acquired during the previous six months. This is because it has been found fro experience that even after completion of first package of literacy programme, many of the learners fall short in achievement in acquiring levels of 3Rs and their level of comprehension is very low. If the learners are left at this stage without any follow-up education, they will soon relapse into illiteracy. This is because they are unable to utilize their reading skill in the absence of appropriate reading materials at their level of literacy skill achievement. Taking that into consideration, the Mission's follow-up programme is designed to have three graded follow-up books (at least 10 follow-up books/easy to read materials) supplemented by monthly/bi-monthly news letters (also three graded). The grading of follow-up books/easy to read materials and new letter is made as follows:

a) First grade is equivalent to mid-level of the literacy skills;
b) Second grade is equivalent to self-learning level of literacy skills;
c) Third grade enables the learners to practically read any simple book/news letter by himself independently. At the end of this grade the learners will be able to read daily news paper (12 point letters) and will achieve a grade equivalent to Class V of the formal primary schools.

i) Details of Follow-up Newsletter

1. Size: 2/1 demy (11 1/2 x 16 1/2)

2. No. of pages:	eight pages
3. Colour:	one/two
4. Target group:	Neo-literate under literacy programmes in rural areas
5. Literacy skill:	three graded levels of literacy skills
6. Content:	Local news of interest to adults regarding development activities, population, family life, children, social and legal issues, income generation etc. and also success stories of teachers/learners with a view to promote their interest in reading. Writing/contribution of learners are encouraged.
7. Distribution:	i. Through the NGOs/Upazilla officers in charge of Mass Education Programme (MEP) in specific areas. ii. Directly to the learning centre committees (three copies for each centre)

ii) Follow-up Books/Easy to Read Materials

The subject matter of the follow-up books covers different areas of functionality like family values, society and environment, health and nutrition, women development and institution building, income and employment generation etc. The gradewise content area of some of the follow-up books are as follows:

First Grade:

1.1 Health and nutrition
1.2 Rights of women
1.3 Improves cultivation

Second Grade:

2.1 Maternal and child care
2.2 Social life
2.3 Poultry raising and livestock rearing

Third Grade:

3.1 Population problem
3.2 Environment and disaster
3.3 Religion
3.4 Liberation war and democracy

Each follow-up book (equivalent to 5/6 easy to read materials) have 20-24 pages initially printed in 5,000 copies. The first 4,000 copies of the publications are distributed as easy to read materials and the next 1,000 copies are bounded together individually to form a follow-up nook. Each easy to read materials (3 to 4 pages) is distributed to the learning centres as frequently as possible to enable the learners to get new materials whenever they can finish the earlier one. The follow-up books are also distributed to the learning centres.

B. Recent situation on the production and utilization of national versions of the AJP materials

We are very sorry to say that not much word has been done in the production

of national versions of the AJP materials in Bangladesh. This may be due to the fact that the Govt. of Bangladesh, Ministry of Education has not yet designated an appropriate body as a responsible agency to joint the dissemination scheme for the national versions of prototype materials produced under AJP. As a result some of the AJP materials which were produced in Bangladesh as national version s were done in isolated manner and as such the impact of such production and utilization of such AJP national version materials could not be felt/evaluated. Even the Bangladesh National Commission for Unesco does not have any list of AJP materials published as local version. However, we could gather information that the following three AJP local materials have been produced so far:

a) Booklet
   i) Raising chickens
   ii) Bamboo Handicraft

b) Game

   i) Animal (Sugoroku)

The booklet Bamboo Handicraft published by Village Education Resource Centre (VERC) is available on sale. Some of the NGOs are using this booklet as follow-up materials for the neo-literates

Very recently the Bangladesh National Commission for Unesco has assigned the responsibility of producing the national version of the AJP material "Guess What I'm Doing!" to Bangladesh Sishu Academy. However the work is still in the preliminary stage.

Since the Bangladesh is lagging far behind in the process of production and utilization of national version of AJP materials, the Dhaka Ahsania Mission, on the basis of getting a request from ACCU, has already taken a policy decision to undertake publication and dissemination of all the AJP materials which have not yet been published in Bengali. This work will be completed within 1991. The Ahsania Mission hopes to receive all sort of cooperation and assistance from ACCU in this respect.

C. Proposed theme for future AJP materials and suggestions for further improvement of AJP programme

It is understood that the literacy programmes of ACCU to be carried out under regional co-operation such as adoption of new AJP prototype materials for neo-literates in rural areas will be linked with the APPEAL carried out by Unesco PROAP. The APPEAL is a programme of eradication of illiteracy in Asia and the Pacific by the year 2000. In that case, in my view, the AJP prototype materials should support ATLP by way of development of prototype basic literacy materials and follow-up neo-literate materials. ATLP provides a curriculum grid having 24 curriculum cells to cover three levels of literacy skills to achieve self learning reading skill. Again together with literacy skills each cell of curriculum grid covers a topic of need based functional area. The 12 volume training materials developed under ATLP provides for four exemplar manuals covering four curriculum cells. In such a situation, if ACCU decides to develop prototype basic literacy materials, I would suggest ACCU to develop prototype basic literacy materials to cover 24 cells of the curriculum grid recommended in ATLP. In that case the countries in this region will have an exemplar model to develop basic reading materials by following a coherent/logical way of development sequence from one

cell to another.

The themes for neo-literate materials may also follow the functional areas which are recommended in the ATLP. Because, when we are developing any material which will be utilized in most of the countries in the Asia and the Pacific region where need, problems and interest of learner are divers, we mush have to choose some topics which are likely to meet the requirements of the learner in the region. As such when the functional content areas were selected in the process of development of ATLP, the representatives of the regional countries agreed on the four broad subject areas and under each subject area six subject topics as functional content areas for development of exemplar literacy training materials.

Indonesia

Washington P. Napitupulu
Director-General
Non-formal Education Youth and Sports
Ministry of Education and Culture

Literacy: A Key of Modern Life

The Present Situation

Throughout the world, the problem of illiteracy m defined as the inability to comprehend the alphabets and number, still represents an enormous problem. UNESCO estimates that almost 40% of the world's population is still illiterate. In Indonesia too, this problem cannot easily be dismissed.

It was estimated that in 1987, the Indonesian population aged 10 years and above numbered 98,290,367 of which 26.9% (or 26,439,828) were still unable to read the Latin characters and Arabic numerals. If we look at the population figures for those between q10 and 45 years, then 26% were illiterate (19,804,247 out of 76,080,664).

It was estimated but not attained that by the end of 1982, every child between the ages of 7 and 12 will be able to obtain a primary education certificate, while by the end of 1978 it was calculated that only 85% of children aged 7 to 12 were attending schools, leaving the remaining 15% and the drop-outs as potential illiterates. the figure 15% was certainly lager in the years prior to the implementation of the project for building 10,000 to 15,000 schools annually, since 1973.

From 1977 until 1984 the targets for literacy programme were those between 10 and 45 years, but since 1984 - after the announcement of the movement for compulsory education - the target groups are between 7 and 44 years old. We intend, however, to start helping and motivating those 45 years and up to join the literacy programme in 1990, the International Literacy Year.

The population census of 1980 revealed that people aged 7 to 44 years who were were illiterates are 17,311,307, and the survey made by the Central Bureau of Statistics in 1985, only 13,377,855 persons were illiterates.

The literacy program implemented in the last 5 years has successfully helped people to be literate: 8,860,751. Therefore we now have the left-over only 4,517,104. However, this does not mean that everybody has successfully finished studying all the books of literacy program.

Planning for Literacy

The planning for literacy as a key to modern life implied the need for cross-sectoral approach, and the "modernization" of educated manpower to be willing to provide a helping hand. The planning for literacy in Indonesia invites many agencies to get involved, as follows:

1. **At the Central Level.** The National Planning Board coordinates all plans, including the literacy program, and makes sure that the literacy program is linked with other development programs. The Ministry of Education and Culture, in this case the National Coordinating Committee for Non-Formal Education, draws up the literacy program in particular and non-formal education in general, and makes sure that the literacy program is not separated from the total education plan and program, and from the socioeconomic and cultural development. The Ministry of Finance allocates funds for each program and project, including the literacy program and its follow-up.

2. **At the Provincial Level.** The Provincial Planning Board coordinates and synchronizes all provincial plans, including the literacy program. The Provincial Office of the Ministry of Education and Culture together with the Provincial Village Development Coordinating Team draws up the overall educational plan based on the preliminary plans received from the district/municipality branch offices, including the literacy program and its follow-up.

3. **At the District/Municipality Level.** The District/municipality Planning Board coordinates and synchronizes all plans, including the literacy program proposed by the District/Municipality Offices of Education and Culture, and the District/Municipality Village Development Coordinating Team before submitting them to the Province.

4. **At the Sub-District Level.** Under the leadership of the Camat (Head of the Sub-district) the community education supervisor gathers educational data from the villages, including data on the illiterates and the primary school drop-outs, draws action program needed to help these people, and submits them to the District/Municipality Office of Education and Culture.

With the procedures explicitly stated above, one can say that the literacy program in Indonesia has been planned not in a vacuum or isolated from other development plans of the country. Illiteracy eradication program has been redefined to suit our purposes. We are now doing away with literacy in the narrow sense (the three Rs), rather we are advocating not only functional literacy in the old sense of linking it directly with production, but in the wider sense of linking literacy to socioeconomic and cultural development, and to ideology, politics, and the defense and security of the country. In other words, literacy is linked with the development of the "whole" person, and "nation-building".

The Learning Need and Curriculum Development

It has been argued many times that learning processes must suit the learning needs. Nobody will ever object to this "general" statement. One does feel uneasy, however, when one goes further by saying that the learning materials must suit the local specific needs of the illiterates. Are the needs of the learners confined only to the specific community they live in? Are their needs really so specific that they do not resemble those of other human communities? One might go even further by saying, are they quite a different breed of human beings than other human beings in other communities? There can be very heated discussion on this point: local versus national, particular versus general or universal; but reality tells us time and again that it is not a question of "either-or" but of a "continuum". Therefore, in developing curriculum, especially the contents of learning materials, there must be a balance between the areas of local specific needs and national core content areas derived from national goals and common problems.

Another problem which keeps academic-minded persons busy is the felt-needs versus real needs problem. Is this really a problem? It is a problem when one confuses or separates strictly the "individual" from the "social" requirements. In Indonesia we assume that an individual is a social being, that is an entity, therefore one should try to arouse people's interests and participation in learning in the framework of building a "learning-teaching society" where felt-needs become one with real needs.

Keeping the two "theses" in mind, we may ask the question, what kind of curriculum, or rather curricula should be developed for the training of the central and provincial officers in order to enable them to implement the approach of "development from below"? The district/municipality and sub-district officers, the supervisors, the assistants to the supervisors, the monitors, the tutors, and the learners, each group needs a curriculum suited to the task to be implemented. Central, provincial, and district/municipality officers were being trained primarily in the organization and management of the literacy program. They also received training in the concepts, definitions and strategies of non-formal education, including illiteracy eradication program. Finally, each official has been trained in motivational techniques. The teaching methods used were lecture, discussion, field visit, and participatory techniques, or a combination of observation through field visits and discussion, a roaming seminar type.

The Kejar Strategy

Colonized by the Dutch for approximately 350 years, and by Japan for about 3 1/2 years, the Indonesians had not been given ample opportunities for education. This explains the fact that when we proclaimed our independence 44 years ago, 95% of the 70 million Indonesians at that time (66,5 million) were illiterate (in Latin characters!). Of course, even before 1945, there was already an illiteracy eradication program implemented by the socio-religious groups, but not so effective. Soon after the proclamation of independence, the Government together with the people work very hard to eradicate illiteracy, but those efforts were not very successful due to insufficient budget and inadequate learning materials, especially for post-literacy, and due to misconception of literacy as the mere recognition of the alphabets and numbers. This was one of the reasons why most of the people who participated actively in the literacy program (1945-1977), after some time lapsed into literacy again. This is also one of the reasons why we still have more

than 26 million people illiterate in 1977, the year when we started with a new approach! The other reason was the rapid population growth which could not be coped with by our ability to provide education.

Many primary school-aged children could not enter schools -before Presidential Instruction of 1973 of building 10,000 to 150,000 schools annually -, and they became illiterate. Besides, parents who have never gone to schools and whose economy is minimal, either did not send their children to schools (the motivation is lacking!), or let them leave school early (drop-outs) in order to help them earn a living. Those children dropped-out of primary schools too early, very soon become illiterate. Thus, the high drop-out rate at the primary level is, indeed, aggravating the problem of illiteracy.

Learning from the past, especially the weakness of literacy program, the Ministry of Education and Culture in 1977 proposed a new grand strategy of illiteracy eradication program called "the Kejar" strategy with a chain-reaction system of geometric progression.

The word Kejar is an Indonesian word which literally means to catch-up, but Kejar may also be seen as as acronym twice, first, it is the acronym of the words bekejar (to work) and belajar (to learn), and second, it is the acronym of the words kelompok (group) bejar (to learn), thus learning group (10 persons per group). Taken all together, the Kejar strategy implies that learning groups be formed by the learners (workers who use their leisure time to learn, and also learning-by-doing in John Dewey's sense) in order to catch-up with what is lagging in all spheres of life: ideology, politics, economy, socio-cultural, defense and security.

Non-formal education programs in Indonesia are directed towards creating new atmosphere which makes it possible for every educated person to be called upon as volunteer to help fellow human beings with less or no education, both in the new style illiteracy eradication program as well as in other non-formal education programs. We now propose, "each one teach ten" method, and the process, as far as possible must be done with a chain-reaction system of geometric progression. An educated person helps 10 persons, and each one in turn helps 10, and so on: 1-10-100-1000-10,000-100,000-1,000,000, and so on.

> "...a new effort to fight illiteracy in a new style must be carried out. These new efforts are not only intended to abolish illiteracy in Latin characters and Arabic numerals, but also abolish ignorance of the Indonesian national language, and to raise the level of basic education." (General Soeharto, President of the Republic of Indonesia's State Address before the Parliament on August 16,1978).

Basic education here means first, imparting functional knowledge or information that can be used to raise the standard of living; secondly, imparting certain skills which may be used as capital to earn a living; and thirdly, inculcating, nurturing and developing mental attitude toward innovation and development crucial to social change and economic growth.

The campaign to promote the Bahasa Indonesia attempts not only to make alphabets and numbers functional, but also to inculcate, nurture, and develop a sense of national union and national unity.

The main purpose of the literacy program, then, is to help people, the

illiterates and the primary school drop-outs, become well-informed responsible, and productive citizens.

The Package A Kejar Program

The idea of Package A learning materials arose from an awareness of the low standard of education in Indonesia, and from the thoughts Philip Coombs, et al*) concerning "the Minimum essential learning needs":. "To size up the educational requirements of children and youth in any rural area and to plan provisions for meeting them, one must first have a clear and realistic conceptions of their minimum essential learning needs. Hence the starting question is: What educational needs should be fulfilled by one means or another for all boys and girls before they assume the full responsibilities of adulthood? Without a clear and detailed answer to this question, the assertion that every child has a right to an education has little practical meaning."

In order to effectively execute the new style illiteracy eradication program, learning materials known as Package A**) have been developed. Package A is a collection of minimum learning materials covering all spheres of life, which should be mastered by every illiterate and primary school drop-out in order that they become well-informed, responsible and productive citizens. Package A will assist the learners to become a complete (whole) Indonesian with Pancasila morals, because it includes, first, religious and spiritual teachings based on the belief in God Almighty; second, family and community life, third, rights and obligations of a citizen; fourth, environmental awareness; fifth, family welfare education; sixth, career orientation; seventh, literacy, reading, writing, arithmetic, the Indonesian national language; and eighth, community health.

Package A are in the form of books, posters, pamphlets, cassette recordings, slides and films that contain knowledge, skills, and mental attitudes of innovation and development. Package A may be visualized as letter T with two roofs consist of 100 booklets comprising the following series:

a. Series A-1 through A-20 consist of integrated lessons in basic reading, writing, arithmetic, and the Indonesian national language. The books are staggered: the contents of previous numbers become the bases of the next number, so A-1 is the basis for A-2, and so forth. A-1 through A-10 are called Literacy and Numeracy 1, 2, and so on, while A-11 through A-100 have individual titles such as "home Gardening"(A-11), "Planting Fruit Trees"(A-12), "Poultry"(A-13), "Fish Culture"(A-14), and so on. Series A-1 to A-20 may be visualized as the leg of letter T, or the pillar of knowledge.

b. Series A-21 through A-60 is comprised of more advanced readings and contain additional basic knowledge and skills concerning various aspects of life -the first roof of letter T. Series A-21 through A-60 reinforce what is discussed in the previous books. The level of difficulty of all these is similar, thus not staggered as in A-1 to A-20. If a learner can read A-21 he or she can also read A-60. For instance, A-21 discusses God, man and nature while A-22 refers to Religious and Beliefs in Indonesia, and A-23 refers to Pancasila, and so forth.

c. Series A-61 through A-100 is the second selection of advanced readings. They discuss the wider and more specific aspects of various areas of life; the second roof of letter T. This series is more advanced than the previous ones. The level of difficulty is one step beyond A-21 to A-60. Some examples of this series:

"Hindu Religious Holidays"(A-61), "Buddhist Religious Holidays"(A-63), and "Traditional Customs in Sumatera"(A-64), and so forth.

Since May 2, 1984, when the President of the Republic announced the implementation of Compulsory Education Movement for 7 to 12 years old children, the Package A Kejar Program jointed the movement as an alternative to schooling. Therefore, compulsory education in Indonesia has not been approached through formal education only but simultaneously also through non-formal education.

The Package A Kejar Program is an integrated program for pre-literacy, literacy, and post-literacy, therefore it eliminates the question of lapsing, or releasing into literacy into illiteracy. Another very significant characteristic of Package A is that starting form A-1 until A-100, reading, writing and arithmetic have also been integrated in order to make it more meaningful to the learners.

We assume that "material poverty" is caused mainly by "educational poverty". The poor people are not in possession of functional knowledge or relevant skill that they can use as capital for earning a living, and are not yet in possession of innovative and development-oriented mental attitude. They need assistance in terms of moving away from "too social-consumptive into more economic-productive" behavior, from "passive into more active and explorative approach" to life, and from "too emotional-sentimental into more rational-critical-creative" approach in solving problems. Those are also the contents of the Package A booklets.

The Package A booklets were designed such that an illiterate or a primary school drop-out is "motivated" to learn. The motivating factors built-in the learning materials are, as follows: (a) the learning of language and arithmetic are integrated, not separated, the reason for this was that in real life situation the two intermingled, nobody is separating "calculation" from verbal explanation, but mixing them while conversing with someone else; (b) being staggered and arranged in the form of letter T (22 levels of difficulty) thus a learner moves from an easy one to a more difficult one, step by step: A-1 through A-20 each consists of 20 up to 24 pages, verbal explanation 50% and illustrations (pictures) 50%; A-21 through A-60 each consists of 24 up to 30 pages, verbal explanation 60% and illustration 40%; and A-61 through A-100 each consists of 30 up to 40 pages, verbal explanations 75% and illustrations 25% only; (c) national songs that motivate people to become active and productive citizens were written as part and parcel of the learning Package A booklets starting with A-3; and starting with A-47 each book contains one national song in Bahasa Indonesia and one song from each of the 27 provinces in the language of the region (in total 54 songs from the region, two per province!), but translated into Bahasa Indonesia; the reason for putting the provincial songs after almost half of the 100 booklets have been studied is that the purpose of Package A is also to strengthen national ties and to make every Indonesian a truly Indonesian; there are, then, 98 national songs and 54 provincial songs, totaled 152 songs to be studied by the illiterates and the primary school drop-outs.

The contents of Package A may be said to be equal to, or plus-minus primary school curriculum. It is a plus, because those things which are more memo-technical in nature in the primary school curriculum were deleted. The Package A contents were developed following a concentric principle, i.e. man as the center moves slowly into the wider environment; starting with the person, then moves to the interior of the house such as kitchen, bathroom, latrine, etc., then around the house in the sub-district in the district and so on. This means also that qua design books have been written following the principle from a more concrete to a more abstract ones.

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Since Package A Kejar Program purports to wipe out three blindnesses at once or simultaneously -blindness in Latin characters and numerals, blindness in Bahasa Indonesia, and blindness in basic education -then the learning Package A booklets are written in Bahasa Indonesia but the medium of instruction used by the tutors is the mother tongue (or dialect) of each region. Package A-1 through A-3 aim at introducing the alphabets and numbers (integrated) at the same time learning the Bahasa Indonesia, therefore it may take three to six month just to finish the three booklets. It is the guidance given to the tutors that they have to proceed very slowly with A-1 through A-3, especially when dealing with those learners who have never gone to schools. The A-4 through A-20 must also be studied not hurriedly, but make sure that a booklet has been fully mastered and understood before moving to the next number, and also the tutor has to encourage learners to practice what they have learned in the real-life situation, such as planting vegetables around the house, etc. Regarding A-21 through A-60, and A-61 through A-100, they are written for "self-instructional" purposes, therefore the learners may be in need of a tutor only once or twice a week just to check the whether they have mastered a certain book, or not. When a learner really masters A-1 to A-20 he or she has mastered more than 1,500 basic Indonesian words commonly used in daily activities. When mastering the 1,500 words, a learner is able to communicate in Bahasa Indonesia and able to study A-21 through A-100 by himself or herself.

The educational levels of tutors differ from fifth or sixth grade drop-outs up to university graduates, therefore two guidebooks for teaching package A-1 through A-20 have been prepared: (a) Guidebook for tutor in teaching A-1 through A-10; (b) guidebook for tutor in teaching A-11 through A-20. Guidebook for tutor in teaching A-21 through A-100 is not needed, because each book has been written for self-instructional purpose as mentioned above.

Nepal

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Ministry of Education and Culture

Production and Utilization of National Version of the AJP Materials in Nepal

1. The number of neo-literate and semi-literate population is growing in Nepal. On the positive side, an emphasis on short term non-formal educational programmes, in particular literacy courses, are responsible for introducing adults deprived of formal schooling into the world of words. On the negative side, the number of semi-literates is becoming ever greater on account of the very high drop-out rate in the primary schools, particularly in rural areas. New readers may be said to be at a cross-roads. If provided with appropriate reading materials, encouragement and assistance, they may develop and consolidate their reading skills and habits. On the other hand, if they find little need for literacy in their everyday life and little opportunity to use, the skills they possess may deteriorate and they will relapse into illiteracy. The problem of relapse is particularly acute when, as is often the case, reading skills don't match with the level of information, educatin and communication (IEC) materials prepared for the general public. There is a big gap in Nepal between the literacy primers and generally available reading materials. AJP materials adopted and translated in Nepali have played a significant role in bridging this gap to some extent.

2. To date, Nepal has produced the following national versions of the AJP Materials:

S.N.	Title	Format
1.	Building Up a Happy Community	Game
2.	Everyone's Water How Should We Use It?	Poster
3.	Chacoal Water Filter for Drinking Water	"
4.	The Life of Water	Booklet
5.	Use of Gas from Daily Wastes	"
6.	Agriculture Co-opertative for Better Life	"
7.	Useful and Simple Knowledge for Everyday Living	"
8.	Clean House Is a Happy House	Poster
9.	Guidebook - Development of Materials for Neo-literates	Book
10.	Let's Plant Trees	Poster (recent publications)
11.	Sanitation for Healthy Life	Poster (recent publications)
12.	Guess What I'm Doing!	Book

3. Adult Education Section of the Ministry of Education serves as the technical resource center for all the other government and non-governmental organizations involved in literacy activities. One of the functions under this scheme is to provide literacy materials to all the agencies implementing literacy classes. Adult Education Section uses this net-work to distribute the AJP materials (national versions). Thus in almost all the post-literacy follow-up programmes adapted versions of AJP materials are used.

AJP Materials have not only been adapted in Nepali but also have been used as a model in terms of format and style of presentation in the development of new materials. Several materials have been produced this way.

4. Development of post-literacy follow-up materials have been done in a rather ad-hoc manner so far in Nepal. Reading materials at any level should serve two purposes; responding to reader's interest and addressing the national development goals. An in-depth survey of reading interests of new readers integrated with the information, education and communication (IEC) needs of development goals of the country could serve a basis for development of a curriculum and production of new materials.

5. AJP materials cover a wide range of functional topics aimed at improving people's quality of life. Health and sanitation, and income-generation are the major themes. In a developing country like Nepal, especially in the changed political system, new reading materials should also deal with social and political issues along with the economic themes. Recently, there has been a good deal of demand, for example, for materials related to voter's education - what is democracy?, what are people's rights? And how are those to be exercised? So future themes should not only deal with people's vocational, functional needs but also with intellectual, spiritual and entertainment needs.

6. The style, mode and form of expression used in AJP materials is very innovative and diversified. This makes the materials attractive and interesting. Emphasis given to extensive illustrations makes it more effective. This approach should be continued. Many countries in the region, Nepal being one of them, lack audio-visual materials. More training in development of such materials could significantly contribute in increasing the effectiveness of the whole programme.

Pakistan

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Ministry of Education

LITERACY SITUATION

Pakistan has one of the lowest literacy rate in the region currently estimated at about 32%. The national average according to 1981 census was 26.2%. There have been several sporadic efforts to launch various literacy programmes but literacy percentage could only increase by 0.5% in a year over the past 43 years, whereas annual population growth rate is 3.1%. The number of adult illiterates in the age group of 10 years and above is now over 50 million. The participation rate of children (5-9 years) is 50% and 40% of those (nearly 3 million) enrolled in primary schools drop out before completing five years cycle. The problem of illiteracy is formidable both in its size as well as its complexity. Among others, non availability of suitable reading material particularly in one's mother tongue is a great difficulty in Pakistan's multilingual situation.

PRODUCTION OF LITERACY MATERIALS

At operational level, literacy programmes in Pakistan have greatly suffered from inappropriately designed curricula and poorly created materials. These two operations are most critical contributors to the success of a literacy programme. Unfortunately they are also the main areas of deficiency. Pakistan's experience in developing motivational and follow up literacy material as well as media software is quite limited. Concentration has all along been on printed materials. The printed literacy materials include primers, basic literacy booklets, work books, work sheets, information leaflets etc. However, in the absence of a national resource centre, the instructional materials have neither been collected nor properly listed.

Joint production of Materials for Neo-literates produced by ACCU were introduced to Pakistan in early 1989. Subsequently, in Sep. 1989, a National Workshop on the Preparation of Literacy Follow up Materials was held in Pakistan. 33 participants from all the four provinces including representatives from other government and Non-government organizations attended the workshop. The groups developed 23 kinds of posters, booklets, folder, game, cassette, photo chart etc. on village life, income generation and village social life.

Unfortunately, the political situation obtaining in the country during 1989-90 resulted in the disbandment of a number literacy programmes. Therefore, all provinces except one could not hold follow up workshops on the production of materials for neo-literates in the rural areas.

With a change in the political government the situation has improved once again. An Institute for Literacy Training and Material development on a modest scale has been established and a National Policy on Education which gives due emphasis to the promotion of literacy alongside primary education is to be approved soon. With these developments, the future of literacy in general and material development and production and training in particular seems promising.

PROPOSED THEMES FOR FUTURE AJP MATERIALS

(I) Materials exclusively for Rural Female Illiterates

Illiteracy problem in Asia and the Pacific is essentially a Rural Female Problem hence it has to be treated specially. In future AJP material production, emphasis should be laid on this target group.

(II) Cartoons

Potential of this powerful medium has not so far been fully explored in the AJP Material. It can serve as a powerful means to further the cause of literacy. Posters, leaflets, booklets, video cassettes depicting pungent and punchy cartoons can be successful where other media have failed or met with marginal success.

REVISION OF 'GUIDEBOOK FOR DEVELOPMENT AND PRODUCTION OF MATERIAL FOR NEO-LITERATES'

The guidebook is an excellent source on the subject. However, being bulky in nature, it is not as frequently used as it should be. Some countries have translated and adapted it to suit their local environment. In our view its practical use can be multiplied if it is broken into smaller parts and disseminated on a large scale.

It can also be considered if salient and practical aspects of the guide can be put on videotape to make it useable efficiently.

Philippines

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Report on Recent Situation on the Production and Utilization of National Versions of the AJP Materials

There are fifteen titles of literacy materials which had been developed/produced for the DECS-BNFE functional literacy programme. Of the fifteen titles, fourteen are clientele materials and one is intended for programme professionals. It will be noted that no material was produced in 1985. The reason is that in 1985, Philippines opted to undertake training of regional field personnel on materials development for literacy in line with the Bereau's objective of developing/enhancing regional capability in the area.

Of the fourteen titles of the adopted AJP materials, eleven had been widely disseminated to the field. The last three of literacy materials developed in 1989 are now on the production stage.

The fourteen adapted materials were produced in 2 to 5 languages; Filipino in always one of those languages in line with the Bureau's effort to promote the national language.

REASON WHY THE MATERIALS WERE SELECTED

The over-riding consideration in the selection of the AJP materials for Philippine adaptation is relevance of these materials to the needs, problems and concerns of the clientele both at personnal and societal levels. The rationale is that the personnel develepment of the learner includes not only concerns of self and family, but also those related to the larger society in which he lives. The materials are intended to enhance learner's newly acquired literacy skills so that he does not revert to illiteracy.

Very recently, as a more towards establishing a systematic and responsive learning resource development programme for the literacy programme of the BNFE, the Bureau has developed a literacy curriculum grid. The materials adapted this year (1990) were reviewed in the light of their congruence with the curriculum grid.

The number of copies produced per material varies and this variation is largely due to funds made available for printing. As a matter of policy, copies of materials in Filipino exceed those on other languages.

The Bureau of National Education in the central producing body of Philippine adapted materials. The finished products are sent to the DECS regional offices and the NFE structure in responsible for dispatching them to the various learning centres in the country.

Some formats were modified according to the intended purpose of the materials whether motivational, informational or follow-up materials.

In any case, all modifications made or the adapted AJP materials were intended to increase their effectiveness as a learning resource for neo-literates.

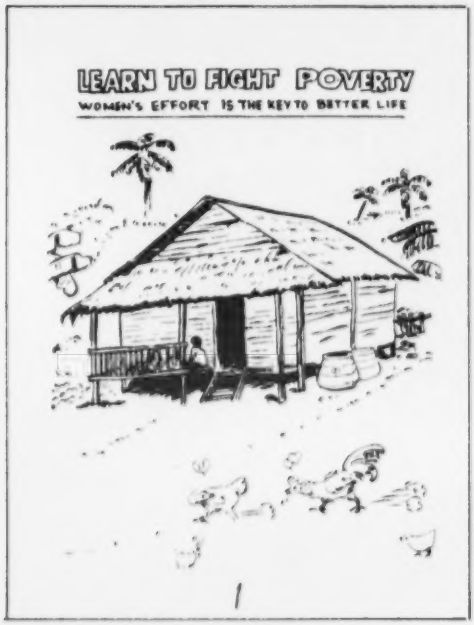
Thanks to ACCU, the seed money given to the Philippines has facilitated much of our post-workshop activities and has enabled us to get Government counterpart for printing the outs of these efforts.

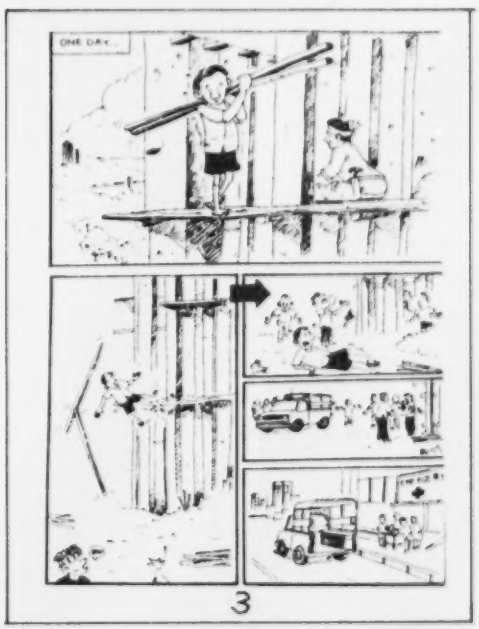
AJP MATERIALS ADAPTED FOR DECS-BNFE FUNCTIONAL LITERACY PROGRAMME

Title	Language(s)	Contents	No.of copies
1986			
1. Babie's Food (booklet)	Filipino, Ilocano	Health	40,000
2. Bamboo Craft (booklet)	Filipino, Ilocano, Cebuano	Livelilhood	40,000
3. Balanced Diet (Rotating Pie Charts)		Health and Nutrition	10,000
4. Guidbook for the Development and Production of Matelials for Neo-literates	English		21,000
1987-1988			
5. Water: Its Cycle and Use (booklet)	Filipino Ilocano	Health and Saniation	2,800
6. Cooperatives For Better Life (comic book)		Cooperative education	16,000
7. In case of Emergencies (Folder booklet)			2,800
8. Household Tips (Folder booklet)		Consumer education Home management	1,600
9. Plant Trees (poster)		Environmental education	2,800
10.Electricity: A Friend or Foe (poster)		Emergency	2,800

4. 1991 AJP Draft Materials

(1) Learn to Fight Poverty (booklet)





THAT NIGHT...
WHAT SHALL I DO?
WHY DOES IT HAVE TO BE ME?
HMMM... NEED MORE FOOD.
IN THE NEIGHBOURHOOD
I FEEL SO BAD FOR MANEE
THE CHILD IS SICK AND HER HUSBAND WILL NOT BE ABLE TO WORK. I DON'T KNOW HOW FOR LONG.
MAYBE WE SHOULD DO SOMETHING TO HELP HER
I HAVE SOME RICE. I'LL GIVE HER
AND I HAVE SALTED FISH.
BUT HOW LONG CAN WE SUPPORT I NEEDED IT WILL TAKE CHANDA A MONTH TO GET WELL BEFORE HE CAN GO BACK TO WORK
BUT STILL WE MUST DO SOMETHING
5
THE FOLLOWING MORNING
GOOD MORNING, MANEE. WE HAVE COME TO SEE YOU
IT IS SO NICE OF YOU THANK YOU VERY MUCH
AFTER A COUPLE OF DAYS MANEE CHANTI, THEIR LAST MONEY SEVERAL TIMES...
MMMM, I'M HUNGRY
WHY DON'T YOU GO TO THE SHOP AND BORROW
WE OWE THEM A LOT ALREADY
WHO?
BUT WE CAN NOT LET THE CHILD STARVE. WE WILL PAY HIM BACK LATER
6
HOW'S YOUR HUSBAND MANEE?
FEELING BETTER? THE BURNING IS STILL THERE
I WONDER IF SHE WILL GIVE THE RICE ON CREDIT. I ALREADY OWE HER SO MUCH
MANEE YOU'RE ALWAYS BORROWING. THIS WILL BE THE LAST TIME
I DON'T KNOW WHAT TO DO. MY HUSBAND CAN'T WORK AT THE MOMENT
AS THE SISTERS WALK BY THE MARKETS, THE CHILD
7
I FEEL SO MUCH FOR MANEE
I KNOW! WHAT YOU MEAN
WE CAN'T GROW OUR OWN FOOD BECAUSE THE LAND IS NOT OURS
ABOUT THESE OTHER THINGS WE CAN HELP OURSELVES. WE NEED TO BORROW ALL THE TIME
WE BORROW FOR SCHOOL FEES, MEDICINES AND...
BORROW! BORROW! BORROW! ARE THERE NO ALTERNATIVES?
WE'VE TRIED EVERYTHING WE KNOW
YES, BUT THEY WERE NOT GOOD ENOUGH FOR SELLING.
8

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SO WHAT CAN WE DO
HOW ABOUT LOCAL CHICKEN RAISING
THAT'S A GOOD IDEA BUT WE HAVE TO BE SURE OUR PRODUCTS SELL
HOW DO WE CAN BUY FROM U.S. HOW MANY CHICKENS CAN WE SELL A DAY?
ABOUT 20 TO 25 CHICKENS
20 CHICKENS A DAY THAT MEANS ABOUT 600 CHICKENS A MONTH. HOW DO WE CAN RAISE SUCH A NUMBER.
9

WHY NOT ! IF WE WORK TOGETHER WE CAN DO IT
HOW ?
LIKE OF US CAN BUY A FEW CHICKENS AND RAISE THEM TOGETHER.
WHERE WILL WE RAISE THEM ?
NOTICE WE CAN USE THAT BIG SPACE BEHIND HER HOUSE. I COULD ASK HER THIS AFTERNOON
OH ! HERE COMES THE TROUBLE
WHY DO WE WILL BE ABLE TO HELP US.
HELP ! WHAT KIND OF HELP ?
10

11

12

13

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(2) Healthy and Happy Life (slide)

No.	Visuals	Audio
1	Title-caption with graphic	Popular music (Yim Hai Gan)
	"Healthy and Happly Life"	(Sound effects of construction work)
2	Long shot of construction site (from the approach road)	Building construction at this site started about nine months ago.
3	Medium shot of construction site	Two hundred workers are working here. They are 50% women and 50% men.
4	Closer shot of construction site	The construction work will take two years to be completed.
5 6	Close up of one or two houses with dirty surroundings	These are the houses for workers to live.
7	A woman with child standing outside the house	This lady came here a few months ago. Her husband is a supervisor at the site. Earlier she was working in building construction but this time she is not working. Let us talk to her.
8	Close up of Valaya	Q: Have you ever worked at the construction site? She replied:
9	Valaya's children	A: Yes, I have been working at the construction site for nearly 20 years. But now I have three small children to look after. So my husband and I decided that I should stay at home.
10	Close up of Valaya	Formerly, we used to keep a helper to look after our small babies. But it is always better if the mother herself can take care of them.
11 12 13	Neglected children - 3 slides	Sounds of children playing & talking
14	Close up of dirty water with the tap	Dirty water with garbage floating on it surrounds the houses. The water gets collected in the ditches during the rains.
15	A woman taking drinking water from that tap	
16	Lek taking water from tap.	The tap water comes from city's central reservoir.
17	Lek drinking tap water	They drink it without boiling.
18	Some children standing in the dirty water	Children play with dirty water happily, not realizing that it can cause skin problems and other diseases.
19	Some children playing in the dirty water	
20	Close up of child's legs having skin problems	
	Future Projection	
21	A graphic showing accumulation of garbage outside the house	This will be the situation of garbage outside their houses after a few months.
22	A glass of water	This looks like clean water. Now let us look at it through an instrument called microscope. Small things look big through microscope.

No.	Visuals	Audio
23	A microscope showing germs in water - graphic	You can see the germs of disease floating in the water
24	One boy holding his stomach in agony	These germs can cause cholera, diarrhoea, etc.
25	A graphic showing flies on the garbage	Flies sitting on the garbage bring all* that dirt on your food
26	Flies sitting on the food-graphic	
27 28	A graphic showing mosquitoes	Mosquitoes can disturb your sleep. They also give diseases like malaria and dengue fever.
29	A graphic of a big question mark	So what do we do to avoid disease? What should we do for a healthy life?
30	Garbage being cleaned by man and woman together	The first step is to keep our environment clean. Let us remove the garbage from the vicinity of the living area.
31	A basket full of garbage placed outside a house	Every house should have a bag or a basket for collecting garbage
32	A bucket full of garbage placed outside a house	
33	Man & woman carry the garbage bag and the basket away from the house	At the end of the day, they take the garbage to the main garbage dump
34	A graphic showing the garbage dump far away from the houses	The main garbage dump is regularly cleared by Municipality workers.
35	A municipality worker clearing the garbage	
36	A graphic showing the house with clean surroundings	If your surroundings are clean, there will be no flies, no mosquitoes, no rats and no foul smell.
37	A glass of water	This glass of water has no germs of diseases.
38	A graphic of question mark with the glass of water	What is the reason?
39	Water boiling in a kettle on the stove	This water is safe because it is boiled before drinking. When we boil the water, it kills the germs.
40	Two young men drinking boiled water	These are healthy young men because they drink safe water. Their mother uses safe water for drinking.
41	Children of Valaya's family shown with her	Q: Do you like the idea of child care centre, because all mothers cannot afford to stay at home to look after their children?
42	Valaya's close up	A: She replied: (Valaya's voice) I think it is a good idea to have a child care centre. But there are not many children in this area, so it would not be profitable to invest in the centre.
43	Children playing at the site	Some parents let children play at the construction site. It is very dangerous for them. If we have a day care centre, our children will have somebody to look after them.

No.	Visuals	Audio
44	Inside of Valaya's House	It will be better for future development. We can do our work better without any worry.
45	Who should be responsible for keeping the surroundings clean? (graphic)	(Repeat caption)
46	All are responsible, workers as well as employers (graphic)	(Repeat caption)
47	Face of a girl asking question	How will the employer help?
48	Graphic of the construction site, showing building area, houses of workers, toilets and garbage dump away from houses	The position of the garbage dump, toilets and houses should be planned by the employer at the initial stage at the site. Water from the ditches can be removed with pumps.
49	Smiling faces of mother and dauther	We need clean surroundings, safe drinking water and proper housing facilities for a healthy and happy family life. (Music)
50	The end (graphic)	This is the beginning our bright future. "Yim Hai Gan....."

(3) Handicraft for Happier Life (video)

No.	Video	Audio
1.	CU Final products, Super impose caption "Handicraft for a Happier life"	Cheeful music
2.	LS View of the village leading a happy life. People working in the village activities (moving shot) (in general)	Nar. As human beings, we should not be confine to one or two traditional ideas. We can explore others for more money and better living
3.	Men going out to work	Nar. Women can share work with men and can play important role in increase the earnings.
4.	Women at work	
5.	House work - cleaning	
6.	Woman prepares herself for handicrafts	
7.	She makes the handicraft	Nar. One example is the handicrafts.
8.	Graphics-caption	Nar. Handicrafts? How to make more income in this way.
9.		Nar. Many customers visit this shop to buy various kinds of handicrafts.
10.	LS Shop	
11.	Interview the shop owner	Nar. How much do you usually make in one day?
12.	Insert an example of what we are talking about	Nar. How much did you pay for this? How much do you sell each item for?
13.	Interview the customers	Nar. What attracts them most? How much did you pay for this? Why did you buy these particular things?
14.	Graphics-caption	Nar. Handicrafts? How to make various charming items?
15.	Rough steps shown in making handicrafts & the final products. - design quick cut	Nar. How interesting to prepare so many kinds of handicrafts! - What a charming and beautiful product!
16.	Pan. Various kinds of products	Nar. What to do with the final products?
17.	Caption	Nar. Handicrafts. How to sell them for a fair price.
18.	Picture	Nar. Hey! Look! What a difference in the selling price between the maker, middle man, and consumer. Can we also supply directly to the shop to earn more at a fair price?
19.	MS. a village	Nar. She's got production and marketing from the Provincial Industrial Office.
20.	Graphic	Nar. Oh! That's very good. It's much better to sell the product directly to the customer.
21.	Graphic	Nar. Yes, marketing is very important! If you sell your products to the middle man you will get only 30 Baht.
22.	Graphic	If you sell them to a shop you will get 40 Baht.
23.	Graphic	If you sell directly to the customers you will get as much as 50 Baht.
24.	LS Provincial Industrial Office	Nar. Yes, this is the Provincial Industrial Office. We can come here and ask for their help. (interview with an officer)
25.	Happy villagers	Nar. Look! In this village people are living very happily through the production of various kinds of handicrafts and by selling them at a good price. Why don't you try it?

(4) Clean Environment, Happy Living (video)

No.	Images	Narration
1.	. Beach scene . Super Title	Title
2.	. Tourist relaxing on beach . Hotels on the beach side	Penang is well known for its beautiful and clean beaches. It is a focal point not only to locals, but also to foreigners. This is a tourist centre where many international standard hotels are located.
3.	. Many village houses . Entrance to the village . A clean house with car and motor cycle in the compound . Family members relaxing in the house . TV Stereo system	Hidden amidst these beautiful hotels in this area are several villages. One of them is Kampong Batu Ferringhi. Which has all the basic amenities such as a community hall, a rural health clinic, electricity and water supply. The population here is approximately 3,200 people. Many of the villagers are employed by the nearby hotels. A proportion work as petty traders or fisherman. The standard of living on the income of the villagers is sufficient for a comfortable family life.
4.	. House wife bring in food and put it on the table. . Family having breakfast . Father(cu) . Mother(cu) . Children(cu) . Housewife takes plates to kitchen . Housewife put garbage in plastic back and throw them at rubbish bin	This is Saufie's family. He has been living in this village for many years. Both Saufie and his wife are employed in one of the nearby hotels. Saufie and his wife have two children, a boy and a girl. This family leads a comfortable life and they can afford to own a house of their own. Even though Saufie's wife is working, she still manages to keep her home clean, always. Meticulous cleanliness is seen in all the houses in the village
5.	. Housewife throw rubbish in the river . Man sweeping the compound of a house and throw rubbish at the rubbish dump . Another man throw rubbish at rubbish dump (near bin) . Flies flying around rubbish dump . Flies gathered on food . Slide - Typhoid fever, dysentery, hepatitis A. . Interview with a villager regarding rubbish disposal.	However this attitude and practice changes outside their homes. Even though the village surroundings appear to be clean, garbage disposal is not given adequate priority. Rubbish is seen scattered all over. There is no definite garbage disposal system in this village. Indiscriminate disposal of rubbish can result in various diseases and a compromised health status. Flies act as a vector for diseases and can cause food poisoning, diorrhoea, typhoid, hepatitis A and others. This is a sample of the water from the mouth of river, downstream from the village.
6.	. Mountain and clean stream . Man take water from stream . Clean stream flow to a village . Women washing clothes . Dirty water flows into the river . Drain water . Paip . Water clog . Man throwing rubbish into the the river . Garbage on the river bank . End of the river . Comparing clean water with dirty water from end of river	In spite of the rapid development that is taking place in Penang, there are many Mt. stream in the island. This stream flows into the sea after passing through the village. In many areas, the natural beauty still prevails. However, if the habit of allowing sullage to flow into the river is to continue, the ultimate result would be pollution of the river. This situation can be controlled if everyone cooperates to overcome it. One reason for this pollution may be attitude of the villagers who do not give importance to a clean river. (interview) This is a sample of the water from the mouth of river, downstream from the village.
7.	. Interview with an old lady regarding the past and the present situation in the village . House under constructing in the village	Even though the available land in this village is limited, construction of new houses still continue. This could lead to overcrowding in the future.

No.	Images	Narration
8.	. Croweded house in Georgetown . People in Georgetown . Dirty river flowing in the sea	Georgetown is the administrative and a shopping centre for Penang. This is a densely populated area. Tonnes of rubbish are generated daily and a proportion of this rubbish finds its way into the river which flows through the town. This has resulted in the river being polluted. This situation is not easily overcome. Millions of dollars will have to be spent to clean up this river. It is each and everyone of our responsibility together to act now to prevent further damage.
9.	Solution to dirty water . Housewife put a small netting on the hole in the sink . Housewife putting garbage in a plastic back and field it. She put it in the dust bin at the garbage dump. . Some illustrations on Sullage System and garbage pit.	It goes without saying, that water pollution begins at home. One simple method is to place a screen in the kitchen sink at the point where the water flows out of the sink into the connecting pipe. This is to prevent kitchen solids from entering into the sullage system. Another method is to dig a pit 120 centimeters from the house, preferably near the kitchen. Stones are then placed into this pit. With the larger ones nearer the bottom and the smaller ones on top. The aim is to allow the water to seep into the earth and to trap the food solids. A pipe is then connected from the kitchen sink to the pit so that the sullage water flows into the pit. The pit is then closed. An ideal way of disposing household rubbish is to first place it in a plastic bag into a bin. When full this bin is then emptied into a much larger bin, to be collected by the local authority. An other ideal method of garbage disposal is to dig a pit approximately 120 centimeter from the house. Household rubbish is thrown into this pit. A point to note is every time rubbish is thrown in, a layer of earth is used to cover so that flies to not get to the rubbish. When the pit is full, it is leveled off with another layer of earth and this area is used for planting trees. A proper garbage bin should have well-fitted lid so that this cannot get to the rubbish.
10.	. People walking along the beach . Children playing with sands . People enjoying on the beach . Couple walking along the beach . Children playing at the kindergarten	Penang is proud of its natural beauty and its clean and beautiful beaches. If pollution is allowed to continue unchecked, this island will lose its natural charm and beauty. We have all to be responsible, to preserve this beauty as guardians of this earth for our future generations.

5. Draft Plan of the Ninth Regional Workshop and the Seventh Sending of Mobile Team

Draft Plan of Ninth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

1. Objective:

The objective of the Workshop will be to provide training experience to participants from Unesco Member States in the region in:

- the study of needs and problems in rural areas especially of women and other disadvantaged population;
- the development and production and testing of materials for neo-literates (materials including audio-visual)
- the evaluation and adaptation of neo-literate materials with special reference to AJP
- discussion on the distribution and utilization of neo-literate materials

2. Co-organizers:

- Asian Cultural Centre for Unesco (ACCU)
- Primary and Non-formal Education wing, Ministry of Education, Govt. of Pakistan
- Unesco Principal Regional Office for Asia and the Pacific (PROAP)

3. Date:

2-13 November 1991 (12 days)

4. Venue:

Islamabad, Pakistan

5. Participation:

(1) Participants:

Nomination of two participants from each country belonging to Group (A) and one participant from each country belonging to Group (B) to be received through respective National Commissions for Unesco

(from Pakistan up to four participants)

Group (A) (South-western Asian countries)
Bangladesh, Bhutan, India, Iran, Nepal, Malidves, Pakistan

Group (B) (South-eastern Asian countries)
China, Indonesia, Laos, Malaysia, Myanmar, Papua New Guinea, Philippines, Thailand, Vietnam

(2) Resource persons:
A few resource persons will be invited.

(3) Unesco:
An expert from Unesco PROAP will be requested to participate.

(4) Observers from international organizations may attend.

6. Qualification of the participants:

Either:

(a) One who is in a position responsible for planning, editing and producing neo-literate materials

and/or

(b) A person who is actually engaged in production of neo-literate materials (illustrator, designer, etc.)

(Preference should be given to women.)

7. Programme:

- Exchange of information among participants
- Understanding of the neo-literate materials produced in Pakistan
- Method of developing materials in relation to the curriculum
- Survey of the problems in rural areas including analysis and relevance
- Development of effective and simple neo-literate materials
- Evaluation and adaptation of neo-literate materials
- Field testing of the materials developed during the workshop and the new draft AJP materials
- Planning of effective distribution and utilization of the neo-literate materials
- Study of draft Guidebook
- Study of preference of Women

Draft Plan of the Seventh Sending an International Mobile Team to the National Workshop on the Development of Literacy Follow-up Materials

1. Background:

To provide training experiences for more literacy personnel in different countries, Asian Cultural Centre for Uensco (ACCU), Tokyo, started in 1986 a programme of sending an international mobile team of experts to support national workshops organized by the respective countries. So far, mobile team was sent to:

1st	Nepal	1986	Ministry of Education and Culture

2nd	Indonesia	1986	Ministry of Education and Culture
3rd	China	1987	State Education Commission
4th	Vietnam	1988	Complementary Education Department, Ministry of Education
5th	Pakistan	1989	Primary and Non-formal Education Wing, Ministry of EDucation
6th	Malaysia	1990	Community Development Division (KEMAS), Ministry of Rural Development

2. Objectives:

The objectives of the National Workshop will be to provide training experience to key personnel involved in the literacy and non-formal education in the development of literacy follow-up materials as well as in study of situation and needs of the rural people in the Philippines.

3. Co-organizers:

- Department of Education, Culture and Sports, Bureau of Non-formal Education, Philippines
- Asian Cultural Centre for Unesco (ACCU), Tokyo
- Unesco Principal Regional Office for Asia and the Pacific (PROAP)

4. Date:

5-14 August 1991

5. Venue:

Bagio City, Philippines

6. Participants:

Around 30 persons involved in developing neo-literate materials from all over the Philippines (e.g. planning, editing, illustrating or drawing of materials or otherwise producing them)

7. Qualification of the participants:

(a) One who is in a position responsible for planning, editing and producing neo-literate materials

(b) One who is actually engaged in production of neo-literate materials (illustrator, designer, etc.)

(c) One who is from non-governmental organizations responsible for developing and disseminating material for neo-literates

8. Resource persons from outside Philippines:

(a) One who is a specialist on the content of neo-literate materials in rural areas

or/and

(b) one who is an expert on production of materials such as a designer or an illustrator of neo-literate materials

6. Outline for Revision of "Guidebook for Development and Production of Materials for Neo-Literates"

(1) Tentative title: Guidebook for Development and Production of Literacy Materials"

(2) Principles of the revision are as follows:

a) Target audience of "Literacy Materials" is nor only neo-literates but also illiterates

b) Based on the declaration of the "World Conference on Education for All" held in Jomtien, Thailand in 1990, contents of "Literacy Materials " should include basic literacy learning needs.

c) More illustrations should be included to make it more visually attractive, simple and easily understandable, considering wide level of literacy skill of the target audience.

d) How to develop new audio-visual media such as video and puppet play should be included.

e) How to adapt AJP materials is to be included.

f) Distribution, utilization and evaluation of the materials should be included.

g) Target readers of the revised "Guidebook" are literacy materials planners, administrators, writers, illustrators and producers.

h) The linkage with ATLP curriculum should be incorporated. The revised guidebook should be edited in coordination with ATLP materials.

i) It should edited in such a way as to be utilized not only in Asian/Pacific region but also in other regions of the world.

Chapter I: Rationale and Principle of Learning Materials

1. Need for Leaning Materials

a) Reinforcement of literacy skill for quality of life

b) Access to new information and technology
c) Leaning to enjoy and to think critically

2. Categories of Learners and Types of Learning Materials

Beginning level, Middle level, Self-learning level

Motivational / Instructional / Follow-up Materials

3. Learning Needs of the Target Learners and Development Goal

- Different methods
- Scope and sequence of the curriculum

Chapter II: Development and Adaptation of Learning Materials

1. Development and Production of New Learning Materials

a) Study of learning needs of the target learners

b) Determination of levels, selection of theme, contents and format

c) Development of materials in terms of the format

- printed book materials
- printed non-book materials
- games
- audio-visual mateirals

d) Pre-testing of materials

e) Production of materials

2. Adaptation of Existing Materials

a) Examination and selection of existing learning materials and decision for adaptation
b) Examination of materials in terms of their suitability and relevancy
c) Revising and adjusting contents, format, language, presentation, etc.

Chapter III: Distribution, Utilization and Evaluation

a) Different ways of distribution suited to different situations
b) Orientation and training for the utilization of materials
c) Evaluation of distribution and utilization

Annex:

a) List of AJP materials so far produced (prototype and national versions - photo presentation)

b) Literacy materials produced in Member States (photo presentation)

7. Draft Prospectus of the Third ACCU Prizes for Fully Illustrates Literacy Follow-up Materials

1. Purpose of awarding:

The present scheme aims at contributing to the qualitative improvement of the standard of fully illustrated printed materials and Audio-visual materials designed for neo-literates in Asia and the Pacific where literacy follow-up materials are very much needed, by awarding prizes in honour of excellent works produced in the respective countries in the region.

2. Candidate works:

(1) Candidate works must satisfy the following conditions:

a. They must be printed or audio-visual (slide, video) materials specifically designed and produced for use or being used in teaching and learning of neo-literates except national versions of *AJP materials.

*AJP material: materials produced under Asian/Pacific Joint Production Programme of Materials for Neo-Literates carried out by ACCU

b. They must be finished works. Original illustration and block copy are not acceptable.

c. Space of illustrations (i.e. non-text portion) must be a half or more of the total space of a page or sheet or of the work as a whole.

d. Language in the work must be one actually used in the country where the work was produced.

(2) As far as the conditions mentioned in paragraph (1) above have been satisfied, the candidate works may be:

a. in the form of cards, graphs, charts, wall charts, maps, atlases, newspapers, pamphlets, posters, slide, video, serial posters or any other form.

b. of any material such as paper, cardboard or cloth.

c. the ones produced by any of governmental or non-governmental institutions, organizations or enterprises. However, works produced by individuals are not acceptable.

3. Prizes and honourable mentions:

Following prizes and honourable mentions will be awarded:

a.	First Prize for 1 work	a certificate and US$1,500.00
b.	Second Prize for 1 work	a certificate and US$1,000.00
c.	Third Prize for 8 works	a certificate and US$ 300.00

d. Honourable Mentions for few works — a certificate of commendation

4. Proposal of candidatures:

(1) The governmental and non-governmental organizations, institutions and enterprises developing literacy follow-up materials in the following countries are cordially invited to propose candidatures through the National Commission for Unesco of each country or directly to ACCU.

Bangladesh, Bhutan, China, Fiji, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Samoa, Sri Lanka, Thailand, Tonga and Vietnam

(2) In proposing candidatures, the organizations are responsible for the supply to ACCU of:

a. a set of candidate works themselves

b. a copy of annexed form duly filled out for each of individual works

It should be noted that candidate works not accompanied by the annexed form or accompanied by the incomplete form are not acceptable.

(3) The maximum number of titles of candidate works are five per candidate body.

5. Closing date and address of proposals:

Closing date: the end of December 1991:

Address: The Director-General
Asian Cultural Centre for Unesco,
6, Fukuromachi, Shinjuku-ku, Tokyo, 162 JAPAN

phone number: Tokyo, 3269-4445, 3269-4435
facsimile number: Tokyo, 3269-4510
cable address: ASCULCENTRE TOKYO

6. Returnability:

The works once accepted will not be returned unless specifically requested for due reasons.

7. Selection:

The selection of works in respect of which the Prizes are to be awarded will be made by an International Jury of several experts on literacy material development. The International Jury will meet in Tokyo in February or March 1992.

8. Criteria for award of the Prizes:

Selection for awarding the Prizes will be made in conformity with the following criteria:

a. Appropriateness of the substance in the light of the target audience In other words, the degree of appropriateness of the substance of the work in the light of different conditions of the target audience. The target audience may differ in terms of their (a) level of literacy (e.g. beginning level, middle level, etc.) and (b) habitation area (e.g. rural area, suburban district, large town, etc.) and other conditions.

b. Understandability and effectiveness of illustrations In other words, the degree of excellence of the illustrations in the work in making average people understand what such illustrations are aiming at; and also the degree of excellence of such illustrations in helping the target audience to understand fully the substance of the work.

c. Readability In other words, the degree of excellence in smoothness of the development of story of the work.

d. Attractiveness In other words, the degree of excellence in attractiveness of the work as a whole in arousing in the target audience an appetite to learn the substance of the work.

9. Announcement of prize winners:

The result of the Jury meeting will be communicated to each of the winning bodies and organizations concerned in April 1992.

The certificates and prize money will be sent to each of the winning bodies soon after necessary communication with them.

10. Copyright:

It should be understood in advance that the producer of the works are, by submission of them for candidature, sine die authorizing ACCU to use the works accepted by ACCU, whether awarded or not, for non-profit-making purpose such as publicity without royalties.

ASIAN CULTURAL CENTRE FOR UNESCO

THIRD ACCU PRIZE FOR
FULLY ILLUSTRATED LITERACY FOLLOW-UP MATERIALS

ANNEXED FORM: Candidate Work and Body

A. Description of the Candidate Work

1. Title

_____
(in original language with Roman transcription)

_____
(English translation)

2. Date of publication

_____

3. Name/s of illustrator/s and author/s of text

_____
(illustrator/s)

_____
(author/s of text)

4. Number of copies published

_____

B. Candidate Body

_____
(responsible person)

_____
(postal address)

_____

_____
(cable address)

_____
(telephone number)

C. Target Audience of the Candidate Work

1. Level of literacy (e.g. beginning/middle/self-learning/etc.)

_____

2. Habitation area (e.g. rural/slum/suburban district/towm/etc.)

_____

3. Specific target, if applicable (girls/women/small tribe/etc.)

_____

D. Content of the Candidate Work

1. Major subject

_____

2. Synopsis of the candidate work (An English translation of full text may accompany if considered appropriate.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8. Prospectus of the Dissemination Scheme of National Versions of AJP Materials

1. Objective:

The objective of the Scheme is to assist the participating countries in producing national versions translated, with some necessary modification, from the prototype materials produced under AJP and in distributing them widely in rural areas of the participating countries, thereby contributing to immediate eradication of illiteracy in the region.

2. Contents of assistance:

(1) ACCU provides the participating countries with a set of positive films for colour printing of the national version(s) adapted from the AJP prototype materials.

*positive film for printing: Film for making a press plate for printing which is used at the last stage of production of printed materials.

(2) Production of a certain number of the national version is subsidized by ACCU/Noma International Literacy Fund.

3. AJP prototype materials to be adapted:

From among the AJP prototype materials, appropriate ones (three materials at maximum) should be selected for producing the national version(s) by the respective participating countries. A list of AJP prototype materials is given in the Annex.

4. Participating countries:

The following 15 countries are invited to participate in this Scheme: Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Vietnam

5. Responsible organ:

National Commissions for Unesco in the above 15 participating countries are kindly requested to designate an agency, if possible, a central governmental organ implementing literacy programmes, to assume responsibility for this Scheme.

6. Procedure for production and financial assistance for the national version:

(1) Application to produce the national version of AJP prototype materials
The responsible agencies are requested to select the prototype material(s) (three at maximum) from the List and submit an application to ACCU with the prescribed form.

(2) Preparation of a block copy for production of the national version
The responsible agency prepares the block copy (copies) of the national version(s) adapted and modified from the proposed prototype. The block copy is used for producing the positive film by ACCU.

In general, text in respective scripts should be contained in the block

copy (completed block copy). However, block copy without text also can be acceptable according to the local situation. In cases where various kinds of natioal versions are to be produced, the block copy with illustrations only is acceptable, leaving blank for different local language texts.

(3) Production of the positive film
Using the block copy submitted by the respective resonsible agencies, ACCU produces a set of positive film for printing and sends it to the respective responsible agencies.

(4) Subsidy for the national version
ACCU subsidizes the amount of ¥300,000 (approx. US$2,300 as of November 1990) for the production of a certain number of the national version by the ACCU/Noma International Literacy Fund.

(5) Printing of the national version
The responsible agency prints the national version using the positive film produced and sent by ACCU. Ten copies of the national version should be submitted to ACCU. The rest should be distributed in the country.

(6) Reporting to ACCU
The responsible agency is requested to report to ACCU on the evaluation and distribution situation of the national versions.

7. Schedule:

10 October 1991	Deadline of sending application form (production & financial assistance) and the block copy to ACCU
20 December 1991	Sending the positive film to respective participating countries from ACCU Financial assistance by ACCU/Noma International Literacy Fund
31 March 1992	Sending 10 copies of the completed national version to ACCU

9. Correspondence:

All correspondence concerning the Scheme should be addressed to:

The Director General
Asian Cultural Centre for Unesco
No.6, Fukuromachi, Shinjuku-ku
Tokyo, 162 Japan

(phone) 81-3-3269-4445, 3269-4435
(facsimile) 81-3-3269-4510
(cable) ASCULCENTRE TOKYO

Noma International Literacy Fund for the Production of National Versions of AJP

PROSPECTUS

The Asian Cultural Centre for Unesco received ¥22,000,000 Japanese Yen as donation from Kodansha Ltd., Publishers (President, Mrs. Sawako Noma) in 1988 in commemoration of the 80th Anniversary of Kodansha's foundation for the development of literacy materials in Asia and the Pacific Region.

With this donation, ACCU established the Noma International Literacy Fund in 1989. It will assist as a rule the participating countries in producing national versions of AJP (Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas) materials by subsidizing the production of the materials during the period from 1989 to 1999, in collaboration with Unesco PROAP, to contribute to the achievement of the goal of the APPEAL.

The national versins subsidized by this fund are to be distributed to appropriate organizations in the respective countries. (Ref. Prospectus of Dissemination Scheme, Item 6(4) Subsidy of the National Version.)

The conditions of the subsidy are as follows:

1. Total amount of subsidies should not exceed ¥300,000 (approx. US$2,300 as of November 1990) every year for each country.

2. National versions to be produced under assistance of this fund should be distributed free of charge.

   National Versions of AJP (Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas) prototype materials should be produced in vernacular languages with necessary modification according to the local situation of participating countries.

3. Ten copies of the national version and report should be submitted to ACCU.

4. Credit

At an appropriate place in each copy of the national version, the following credit should be printed if possible.

"This material is jointly produced under AJP programme with the co-operation of _____ (producing body), Asian Cultural Centre for Unesco, Unesco PROAP, Noma International Literacy Fund.

Appendix

1. Schedule of the Meeting
2. List of Participants
3. Agenda of the Meeting
4. General Information
5. Opening Address by Mr. Tadashi Inumaru, Director-General, ACCU
6. Opening Speech by Mr. T.M. Sakya, Education Adviser, Unesco PROAP

1. Schedule of the Meeting

4 March (Monday)

9:15	Leave Tokyo Garden Palace	
9:30-9:40	Registration	
9:40-10:00	**Item 1:**	Opening of the Meeting (1) Opening address by ACCU and UNESCO (2) Self-introduction by the participants
10:00-10:20	Recess	
10:20-10:30	**Item 2:**	Election of Office Bearers Adoption of agenda and schedule
10:30-12:30	**Item 3:**	Presentation of Reports (1) UNESCO Report (2) ACCU Report (3) Country Report
12:30-14:00	Lunch given by ACCU at Restaurant Papyrus	
14:00-14:30	**Item 3:**	(continued)
14:30-16:00	**Item 4:**	Adoption of new AJP draft materials (1) "Learn to Fight Poverty" (booklet) (2) "Healthy and Happy Life" (slide) (3) "Handicraft for Happier Life" (video) (4) "Clean Environment, Happy Living" (video)
16:00-17:30	**Item 5:**	Revision of "Guidebook for Development and Production of Materials for Neo-Literates"
18:30-20:30	Dinner hosted by the Director-General, ACCU at Japanese garden restaurant 'Chinzanso'	

5 March (Tuesday)

9:00	Lv. the hotel	
9:15-11:00	**Item 6:**	(a) The Ninth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (b) The Seventh Sending an International Mobile Team to the National Workshop on the Development of Literacy Follow-up Materials

Item 7: Others

(a) Third ACCU Prizes for Fully Illustrated Literacy Follow-up Materials
(b) Dissemination Scheme of National Versions of AJP Materials
(c) Others

11:00-11:15 Recess

11:15-12:30 **Item 8:** Future plans for ACCU's regional literacy programmes (Development of Basic Literacy Reading Materials)

12:30-14:00 Lunch

14:00-15:00 **Item 8:** (continued)

15:00 Free

2. List of Particepants

PARTICIPANTS

1.	BANGLADESH	Mr. Kaji Rafiqul Alam Executive Director Ahsania Mission Dhaka
2.	INDONESIA	Dr. W.P. Napitupulu Director-General Non-formal Education Youth and Sports, Ministry of Education and Culture, Jakarta
3.	NEPAL	Mr. Chij Shrestha Asia Field Director World Education, Adviser Ministry of Education and Culture Kathmandu
4.	PAKISTAN	Dr. Abdul Aziz Khan Joint Educational Adviser Ministry of Education Islamabad

5. PHILIPPINES

Mr. Cesar Magtalas
Chief
Non-formal Education Division,
Department of Education, Culture and Sports
Region X

UNESCO

Mr. T.M. Sakya
Education Adviser,
Unesco Principal Regional Office for Asia and the Pacific (PROAP),
Bangkok
THAILAND

ACCU

Mr. Tadashi Inumaru
Director-General

Mr. Taichi Sasaoka
Executive Director

Mr. Akira Moriyama
Director,
Literacy and Book Development Division

Mr. Shinji Tajima
Chief,
Literacy and Book Development Section

Ms. Mieko Tase
Deputy Chief,
Literacy and Book Development Section

Mr. Shigeru Aoyagi
Assistant Chief,
Literacy and Book Development Section

Ms. Taeko Kurokawa
Assistant Chief,
Literacy and Book Development Section

Ms. Misako Ohnuki
Literacy and Book Development Section

3. Agenda of the Meeting

Item 1: Opening of the Meeting

(1) Opening address by ACCU and Unesco
(2) Self-introduction by the participants

Item 2: Election of office bearers
Adoption of agenda and scheldule

Item 3: Presentation of reports

(1) Unesco report
(2) ACCU report
(3) Country reports (Bangladesh, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines)

Item 4: Adoption of draft new (1991) AJP materials

(1) "Learn to Fight Poverty" (booklet)
(2) "Healthy and Happy Life" (slide)
(3) "Handicraft for Happier Life" (video)
(4) "Clean Environment, Happy Living" (video)

Item 5: Revision of "Guidebook for Development and Production of Materials for Neo-Literates"

Item 6: (a) The Ninth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific

(b) The Seventh Sending International Mobile Team to the National Workshop on the Development of Literacy Follow-up Materials

Item 7: Others

(a) Third ACCU Prize for Fully Illustrated Literacy Follow-up Materials
(b) Dissemination Scheme of National Versions of AJP Materials
(c) Others

Item 8: Future plans for ACCU's Regional programmes
(Development of Basic Literacy Reading Materials)

4. General Information

The Asian Cultural Centre for Unesco (ACCU), Tokyo will organize a 1990 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas with support from Unesco Principal Regional Office for Asia and the Pacific (PROAP) and the Japanese National Commission for Unesco in Tokyo from 4 to 5 March 1991 on the following lines:

1. Purpose of the Meeting

The purpose of the Meeting is to discuss literacy programmes of ACCU to be carried out under regional co-operation such as adoption of new AJP prototype materials for neo-literates in rural areas in Asia and the Pacific, revision of "Guidebook for Development and Production of Materials for Neo-Literates" and planning on training of personnel in this field like Regional and National Workshops, thereby contributing to the APPEAL carried out by Unesco PROAP (programme of eradication of illiteracy by the year 2000).

2. Time and place

The Meeting will be held at the meeting room in the Japan Publishers Building in Tokyo from 4 to 5 March 1991.

3. Participants

The Unesco National Commissions of the following 6 countries will be asked to nominate an appropriate person, who is desirable to be an expert on literacy and familiar with the regional literacy programmes of ACCU, to attend the Meeting:

Bangladesh, India, Indonesia, Nepal, Pakistan and Philippines

The Unesco Principal Regional Office for Asia and the Pacific (PROAP) will also be requested to send a representative to participate in the Meeting.

4. Topics

The proposed topics for discussion will be as follows:

(1) Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)

(2) Revision of "Guidebook for Development and Production of Materials for Neo-Literates"

(3) (a) The Ninth Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific and (b) the Seventh Sending of an International Mobile Team of Experts on Neo-Literates Materials to the National Workshop

(4) Future plans for ACCU's regional literacy programmes (including Development of Basic Literacy Reading Materials)

(5) Others

(a) Third ACCU Prizes for Fully Illustrated Literacy Follow-up Materials
(b) Dissemination Scheme of National Versions of AJP Materials
(c) Others

5. Materials and report to be prepared

The participants are requested to prepare and bring the materials indicated in the Guide for Participants which will be sent in due course.

6. Financial arrangements

ACCU will provide each participant with a return air ticket (normal economy class) and a daily subsistence allowance of 16,000 Japanese yen from 3 to 5 March 1991.

7. Accommodation

Single rooms at the Tokyo Garden Palace (1-7-5 Yushima, Bunkyo-ku, Tokyo, 113 Japan, phone: 3813-6211) have been reserved for the participants.

8. Working language

The working language of the Meeting will be English.

9. Correspondence

All correspondence concerning the Meeting should be addressed to:

The Director-General
Aisan Cultural Centre for Unesco
6, Fukuromachi, Shinjuku-ku,
Tokyo, 162 Japan

Cable address: ASCULCENTRE TOKYO
Telephone: Tokyo (03) 3269-4445, 3269-4435
Facsimile: Tokyo (03) 3269-4510

5. Opening Address by Mr. Tadashi Inumaru
Director-General, ACCU

Mr. Sakya, Representative of Unesco,
Distinguished Participants,
Ladies and Gentlemen,

It is my great pleasure to say a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the Opening of 1991 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas.

First of all, I should like to extend our hearty welcome to all of the distinguished participants who have come all the way to attend this Meeting. And we deeply appreciate Mr. Sakya of Unesco for his sparing precious time for this Meeting.

The Asian Cultural Centre for Unesco, or ACCU, has been conducting in full co-operation with the Unesco Member States in Asia and the Pacific and with strong support from Unesco, a variety of regional co-operative programmes in the fields of literacy, book development and culture.

Among others, ACCU places high priority on its literacy programmes in view of the fact that it directly contributes to rural development in the region. Particularly with a great idea of eradication of illiteracy by the year 2000 as a follow-up activities of International Literacy Year in 1990, ACCU has been exerting further efforts for the betterment of our literacy programme.

It is needless to say that one of the vital factors which bring success to literacy activities in each country is availability of appropriate materials.

Particularly in the case for neo-literates, quality materials play indispensable role.

In view of this, ACCU has been, since 1981, carrying out a programme for development of prototype materials for neo-literates commonly adaptable in the region, with positive co-operation of the experts in the participating countries and with strong support from Unesco Principal Regional Office for Asia and the Pacific.

Thanks to such efforts of those concerned, 42 kinds of prototype materials have so far been developed under our programme, and they are now being published in various local languages one after another for national use.

During this Meeting, a set of new draft materials, which was brought up at the previous regional or national workshops on development of materials for neo-literates, will be submitted for your perusal and adoption as regional prototypes. These drafts will present some new formats including variety of audio-visual materials to which recently more importance is being attached. I believe that they will serve as useful prototypes for the Member States when finalized.

Second highlight of this Meeting is discussion on publishing of revised edition of "Guidebook for Development and Production of Materials for Neo-Literates".

In order to prepare quality materials for neo-literates in respective countries,

it is quite helpful to have a guidebook which systematically and practically shows effective method of production of materials for neo-literates.

Moreover, this Meeting has another purpose, that is, preliminary discussion on development of basic materials for illiterates.

It is very important and serious issue to develop and produce materials for illiterates, namely basic literacy reading materials.

This is our new challenge which has been taken up by suggestions of Mr. Sakya, Unesco Principal Regional Office in Asia and the Pacific.

I would like to invite your constructive comments and suggestions in relation to the direction and conception of this new programme which will be inaugurated on the 6th of March, the day after tomorrow.

Within only 2-day duration, you will be surprised to find such important topics to work on. I deeply appreciate, in advance, your hard works and look forward to having successful ending of the Meeting. All staff members of ACCU will be very pleased to work hard for smooth management and fruitful outcomes of the Meeting.

Tokyo is now in the coldest season. Please take good care of yourself not to catch cold and enjoy your stay in Japan to the fullest extent.

Thank you very much.

6. Opening Speech by Mr. T.M. Sakya, Education Adviser, Unesco PROAP

Mr. Inumaru, Mr. Sasaoka,
Distinguished participants,
Colleagues of ACCU,
Ladies and Gentlemen,

It is a great pleasure for me again to come to ACCU to participate in the 1991 Planning Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP). First of all I would like to convey greetings from the Director-General of Unesco and the Director of Unesco Principal Regional Office for Asia and the Pacific for the success of the meeting.

It is a happy coincidence that this year is the 10th Anniversary of AJP and 20th Anniversary of ACCU. On the happy occasion I would like to convey congratulation for its excellent achievement to ACCU on behalf of Unesco.

During the past twenty years the record of achievement of ACCU in the field of culture, book development and literacy materials development is remarkable. Especially ACCU has done tremendously good work in the field of promotion of neo-literate materials. AJP materials are highly popular not only in Asian countries , but in many countries in other continents of the world.

I regard myself fortunate to be associated with neo-literate materials

promotion programme of ACCU from the very beginning. Within ten years a large number of prototype materials have been produced and a large number of literacy materials production personnel have been trained jointly by ACCU and Unesco PROAP. ACCU Prizes, Guidebook and Collection of excellent literacy materials etc. are also very good works.

AJP has made a great contribution for the success of APPEAL Programme. APPEAL has three programmes i.e. universalization of primary education, eradication of illiteracy and continuing education for development. AJP is particularly very helpful in the eradication of illiteracy. Therefore PROAP always regard ACCU as its sister organization.

According to APPEAL, there are three levels of literacy programme, they are (I) Basic Level (II) Middle Level and (III) Self-learning Level.

So far AJP has been addressing only to the need of Middle Level Programme. But we are happy that ACCU has now agreed to develop Basic Literacy Materials addressed to the Basic Level Literacy Programme jointly with PROAP under the Japanese Funds in Trust. We will discuss this new programme on 6 March 1991. Right now I would like stress some points for the improvement of AJP, so that this Meeting could give valuable suggestion to improve them.

Fist of all it is necessary to understand overall need of literacy and post literacy materials to make literacy programme successful in Asia and the Pacific. Then we should suggest what materials ACCU should produce and what are the other materials which should be produced by other agencies at the regional and national level.

Secondly the production of learning materials is important, but it is not enough. We must make sure that these materials reach to the learners and they are properly taught and studied. It is essential that the production of learning materials and teachers and supervisors training programme should go hand in hand. Unesco PROAP always encourages to use AJP materials during its regional and national literacy workshops under ATLP. Until and unless the curriculum, learning materials and teacher manuals are not coordinated effectively neither the programme of material production nor the training of teachers will be successful. Therefore I urge far more close relationship between AJP and ATLP programme.

Thirdly it is time for us to think how to promote synergic use of different type of neo-literate materials such as printed books, posters, slide tapes, video and cassette in a systematic and purposeful manner. As AJP produced more electronic media, such issues become more important.

In the end I would like to emphasize that it is the country themselves which should and could make literacy programmes successful. Therefore the distinguished participants should give concrete suggestions to ACCU and PROAP about what materials to produce, how to produce them, most importatnly how to use them in the field.

Let us hope that the Meeting will be another milestone to improve AJP. In the end I would like to thank ACCU for the excellent arrangements of the Meeting.

Thanks.